

Microscopic Design Office

RECREATION

— October 1936 —

Revolutions—for What?

By Dorothy Thompson

Story Hours—and Story Hours!

By Anne Majette Grant

New York's Federal Children's Theater

By Anne Powell

For Your Thanksgiving Party

Tomorrow's Citizens

By Charles P. Taft

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RECREATION

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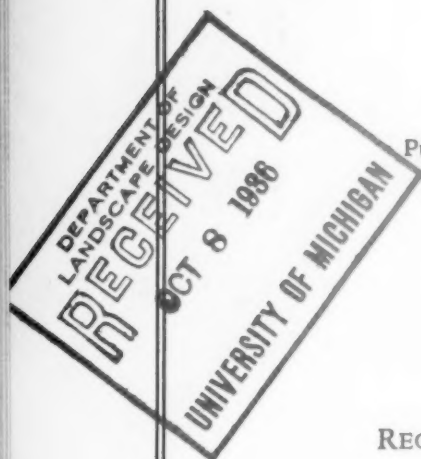
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Readers' Guide

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Reasons for Not Becoming a Recreation Leader

THE RECREATION profession is no place for men who desire a large money income, quick returns, a surface life.

It is no place for the man who wants short hours, long vacations, little to do, an easy berth.

It is no place for the man without fortitude.

It is no place for the man without the pioneer spirit, without the desire to build, without the will for growth, for progress in the world about him.

It is no place for the man who wants glory.

The recreation profession is no place for "dead" men. It is bad enough to be a "dead" teacher. It is much worse to be a "dead" recreation worker.

It is no place for those who do not care for men, women and children.

The recreation movement is no place for the man without faith, who does not believe life worth living, who does not believe that men are worth while, who thinks it would have been better if he himself and nearly all other persons had never been born.

It is not the place for the man who does not trust men, who believes that men cannot be trusted with free time, that it is better to keep men working all the time to keep them from sin.

It is not the place for men who are afraid of life, for themselves and for every one else.

It is no place for men who do not want to be careful about their personal life. For many hours each day the worker is, so to speak, in a gold fish bowl where all may see what he is and what he is not. A man who is half drunk all the time—under present American traditions—ought to have no place on a playground, in a recreation center, as an organizer in a neighborhood, or as a caretaker or janitor. Any person who wants to drink hard and continuously ought to recognize that he does not belong in railroad engineering, or as a pilot in flying, or as a teacher, or as a recreation leader or executive. There are too many quick important decisions to be made.

Some egotistical, conceited, opinionated, dogmatic men have done well, but the way has been very hard for them—unnecessarily so.

The number of men really qualified to find supreme happiness and rewarding service in the recreation movement is not large. It is much easier to teach, to preach, to write, to build bridges and skyscrapers. The quality of leadership possessed by the best recreation workers is found in only a limited number of each million persons born. For these few the rewards are very great.

Until we care enough for the art of living and the art of playing to discover, develop, educate, the individual youngsters who have the natural gifts for recreation leadership it will be necessary to call upon many to serve in the recreation profession who are much better qualified for other work, who would find greater satisfaction elsewhere.

The recreation field is the place for men who want to live and to see every one else live and who have satisfaction in forgetting all about themselves in the common life about them, to which they give themselves completely.

The recreation fellowship is a rare one for those who like it,—deeply, enduringly satisfying. The satisfactions, however, often lie deep rather than on the surface and are long-time rather than short-time.

HOWARD BRAUCHER.

October



Photo by Ewing Galloway, N. Y.

Revolutions—for What?

By DOROTHY THOMPSON

THE REVOLUTIONS of the last decade, which have changed, and are changing the face of Europe, and setting up new faiths, new myths, and new forms of organization, which for better or worse will influence the course of history for a long time to come—these revolutions are revolutions of youth. They are the revolutions of a generation. Although they have been led by men who grew to manhood before the war, their very leaders are relatively young, are men whom the war struck while they were still of impressionable age. And the followers of these men are youths who were children or unborn in 1914. This is the outstanding fact about the movements, and it is to this fact that we ought to direct our attention.

I do not believe that these revolutions were isolated phenomena. I do not think that they can be explained away by saying that Italy is an overpopulated country and that some extreme form of nationalism was necessary to win for Italy a place in the sun; or that Germany is a nation naturally fond of regimentation, and that the nationalist revolution there is the result of the lost war; or that these revolutions are the work of single individuals, evil, or men of genius, according to the standards by which they are judged. The time has passed when we could make any such superficial judgments. In country after country a process has been going on before our eyes, as in a laboratory. The process is almost identical everywhere. It has run its course and reached its apotheosis in Russia and in Germany and in Italy. It is at the height of conflict in Spain. It is going on in France. These are the most dissimilar possible nations. Russia is a nation emerging into modernity; Italy is a nation with one of the most highly individualistic peoples in the world. Spain is a country largely illiterate, and still steeped in feudalism. Germany is a highly organized, widely cultured and modern industrial state. France is the birthplace on the continent of the idea of liberty and equality,

and is that continental nation which won the war. We are forced, therefore, to admit that there are sources of discontent, sources of revolution, which are apparently universal in the western world.

I do not think that it will take me very widely afield of my subject, if I try to trace what seem to be the sources of that discontent, and what seem to be the processes which are at work.

The Sources of Discontent

In every country in the world, you are confronted by the fact that a highly productive apparatus, an apparatus which as far as actual production is concerned is unbelievably efficient, periodically stalls, breaks down and results in the most appalling economic disorder. This economic disorder reveals glaringly that a collectivism exists of which we are all a part, whether we admit it or not. For when the apparatus stalls, all of us are affected. And men wake up to the fact that their individual freedom is a myth. The farmer on his own acreage discovers that he will lose his tools, his machines, because he cannot pay the installment on them, or buy for them gas and oil. Or he finds that his acreage is not really his own at all, but that the ownership resides with the holder of a mortgage, which, suddenly, in terms of his products, is an unbearable load. The industrial worker or the white collar worker finds that the factory doors are shut or his office is laying off its staff, and that his rainy day reserves, which he has been persuaded to invest in the functioning apparatus, are gone, too. Everyone finds that he has been leading a profoundly communalized life, and that as an individual he can do nothing whatever about it. In fact he discovers, in his own life, in the most fundamental sense of the word, the sense of whether or not he eats, that he is a part of a highly integrated wholeness, and *that the wholeness is not working.*

The result of that overwhelming awakening manifests itself in many ways ac-

At the Mobilization for Human Needs Conference held at Washington in September, Dorothy Thompson, well-known author and news commentator, made a plea for a new society in the making of which community agencies will play an important part.

according to the individual. The man of thought, the man of science, affirms a fact. He says: Something is wrong with this system. Many things are right with it. Let us reconsider, re-study, the whole apparatus, and find out where the screw is loose, and what adjustments must be made. And let us proceed to make those adjustments, regardless of what particular private interests may be temporarily discomfited. Let us attempt to establish new principles where new principles are quite evidently needed.

There are, thank heavens, men of this kind in the world, whose policies are guided by principle; who believe that the thing that *must* be is the thing that is true, that coincides with realities. But such men are not numerous, and often they are not men of action. And unfortunately society seldom listens to them until it is in the most terrific jam, and sometimes it is then too late.

For this is not the reaction of the weak man, or even of the average man. His reaction is immediately to blame the people who pull the strings. If the factory door is closed the villain is the man who closed it. Obviously, since he himself is not in control, someone *must* be, and that somebody is the devil. One must therefore kill the devils, and everything will be all right. He conceives that the disorder in society is due to a plot. It is very difficult to tell him that perhaps what is wrong with society is that man's inventive genius has far outstripped his capacity for social organization, and that the scientific mind is functioning everywhere except on the matter of the nature and organization of man.

The men who approach reorganization in terms of a revolution of principles are the true radicals. Which is the same as saying that they are the true conservatives. For they judge a program by attempting to get to the *roots*, to underlying principles. And in doing that, they are no more willing to reject two thousand years of history and experience than they are willing to deny a modern and a new fact because it has not happened before. They are bent upon seeking an integration between what has been and what must be. And I say now, that whether we save civilization in the next hundred years depends upon the race between the men of principle and the men of catchwords. In Europe the men of principle are losing that race. That is the overwhelming fact of the times in which we live.

Devil-Chasing

In Europe the devil-chasers are in the saddle. In Russia the devil is the bourgeois, in Germany the devil is the Jews, in Spain the devil is either the church and the aristocracy or the whole working class. In France the devil is Russia or the devil is Germany. And we are beginning to get an uncomfortable number of devil-chasers in our own country. For some citizens of Long Island, especially idle women, the devil is Mr. Roosevelt. And for some gentlemen of Fourteenth Street, the devil is the Economic Royalists, that is to say, rich Republicans. But we must tell our youth there is no personal devil. There is only apathy, and ignorance, and complacency.

The youth of Europe followed the devil-chasers because the devil-chasers promised them action. Do not think that they played upon their baser emotions. On the contrary they appealed to their highest ideals. And do not make the mistake that the devil-chasers themselves were insincere men. On the contrary, they believe in their devils even more strongly than do their followers, only there is one thing to remember when you start devil-chasing. And that is that if you go at it hard and sincerely enough, the devil tends to become your own *alter ego*. You tend to take on his features. I do not know how otherwise to explain that Russian communism in so many important ways, so closely resembles Russian Tsarism, or that Mr. Hitler's ideas of racial nationalism and the chosen people should so closely follow those expressed by the ancient Jews. The book of Ezra has got most of the Hitler race program including the grandmother clause.

Setting New Patterns

But these movements which have overturned democratic orders and are, for better or worse, setting new patterns of social organization for a long time to come, have come into existence to meet a demand. They have come in answer to a yearning. They are one form of answer to a universal desire. Fascism, Nazism and Communism have not attracted the best youth of some highly civilized nations purely because of the negative aspects of their philosophies. And therefore we must ask ourselves *what* on the constructive side, is the key to their success.

They have swept nations because they accept and affirm the conception of the integrated community. They set their faces against the indi-

vidualism of the past. They insist that man exists in every feature of his life, whether economic or social, as an inalienable part of a whole. They affirm that the welfare of the whole is superior to the welfare of the unit. And in asserting that, they merely confirm what is already the overwhelming experience of the masses of modern man.

In the second place, they affirm the ideas of unity, order and direction. They envisage a goal. They direct a people towards a purpose.

These ideas have enormous vitality in the world today in all democratic countries. Germany, before the Nazis came into power, Italy, before Mussolini took the helm, had reached a state of such internal division that it amounted to anarchy. I am not speaking of the economic organization alone. The production apparatus of Germany functioned admirably. But the distribution apparatus did not. Unemployment was rife, and the youth emerging from the high schools and universities came out into a world where they were not wanted, where the only thing open to them was to rot on the dole. It seemed that the world could get on perfectly well without them. They belonged nowhere. Democracy had degenerated into a continual warfare between pressure groups; agreement took the form of compromises, bargains and treaties between those groups. And nowhere was a clear purpose, or a clear goal envisaged. There was a time in this world when men believed the words of the catechism: Little Child, why were you born? And the answer: To serve God and keep his commandments. But that unity established by a common creed was gone. So was the unity established by a common governmental symbol, which is always a powerful force in integrating national life. Royalty had capitulated in fact or had been overthrown in men's minds by human reason.

I do not want to use mystic words, but it was true, it was a fact, that the youth of these countries did not know why it lived. It was, *in the most profound sense of the word, unemployed*. Not only were its hands unemployed, but its hearts, its ideals, its spiritual energies were unemployed. This was not true of the most superior,

"There is a better conception of society than that of the ant hill or that of the regiment. It is the picture of society as an orchestra. It has leadership, it has unity, it has a purpose. . . . It is a collective whose power and beauty depend upon manifold activities; upon the highest possible development of very unequal individuals. And each individual is not demeaned by his participation in the collective, but vastly augmented and expanded by it."

or the most creative. There are always men who can summon out of themselves reserves, dreams, directions. But it is not true of the masses of men, not now, and not ever. The individual can exist without an aim, but he cannot live. For life means growth, expansion, direction, purpose. And society was at cross purposes. Young men killed themselves not because they were hungry, but because there was no reason to

live. Or they wasted their lives in a restless search for pleasure, for immediate sensation. And inside everyone's heart was a feeling of frustration.

Does that picture seem very strange to you? Have you ever seen anything like it nearer at home? When such a state of feeling exists someone only needs to arise and cry: Men Wanted! to get a following. It doesn't even matter much what he wants them for.

We know what the results of this Fascism movement have been. The conception of the whole has swallowed the conception of the parts. Instead of integration we have regimentation. Instead of unity, we have uniformity. Instead of societies, we have armies. The idea of an army is after all the simplest form of collectivism and unity. It is the most primitive manifestation of order and direction. Just as war and conquest are the most tangible of all possible purposes. These vast armies of young men who are both regimented and exalted menace western civilization. For these are not civilized conceptions of unity or civilized goals. But they are proof that men would rather have unity and order in the service of death than anarchy and atomization for no end which can be envisioned. And one cannot look across the ocean and see at Nuremberg fifty thousand youths, uniformed, armed, organized, inspired, on the march somewhere, no one knows quite where, without *knowing* that unless these conceptions of unity, order and direction, are challenged by better ones, these concepts will win. That is what Professor Gilson of the University of Paris meant when he said last week at Harvard: "The future of civilization rests upon what the United States will do in the next hundred years."

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Tomorrow's Citizens

By CHARLES P. TAFT

THERE HAS BEEN one worthwhile product of the depression. Those of us who are interested in the social agencies have been forced to educate our communities about exactly what we do and stand for.

There are not many communities where we have not established clearly and fairly what we do that the government does not do and cannot do. It is not a bad thing, I believe, that an institution of such standing as the Community Chest should be saying in more than 300 of our principal cities that the government cannot be all things to any man, that man cannot live by bread alone, that our job is more than furnishing bread.

This product of the depression is worth while because in the past we laymen that raise the money and direct the work of the agencies have been entirely too ready to base our pleas upon the wan faces of starving children, upon a charity that people think of as a handout. The trouble with that idea is that it puts a definite limitation upon the amount of money that a community will give. If you remember the squabbles of the agencies in some chest cities because there was not enough money to go around, that reliance on the plea for relief was probably behind it. They will give so much and no more for a handout, for relief, but they will give until it hurts for something constructive, for the rebuilding of lives, for the salvation of souls.

In these depression campaigns we have been forced in spite of our inertia to find the real heart of social work, the reconstruction of families and the building of character, and to tell our constituents about it. We have been forced to educate the man who talked about frills and the man who talked about taxes. We should be very proud that we have succeeded to a substantial degree.

It is significant of that success that you should invite Dorothy Thompson and me to the principal event on your program to talk about youth

At the Youth Conference of the 1936 Mobilization of Human Needs Conference, Charles P. Taft emphasized the vital function of youth agencies and the necessity for supporting them.

agencies. Ten years ago they were the stepchildren of the chest, the ones most criticised, the campaign problem. Today you make them the spearhead of advance toward wider support of social work. That is the prod-

uct of the depression, the emphasis upon character building, something which is no exclusive possession of the youth agencies, but the basis of the program of every private agency.

From the standpoint of the youth agencies, the boys and girls we deal with are really in these groups, problem children, the underprivileged, and all the others. I am much interested to hear Miss Thompson tell this evening of youth movements and regimented children in Europe. We have no youth movement in this country and I am glad of it. Youth belongs in the middle of things helping to run them, not off by itself, grumbling and demanding. Youth was in the saddle in 1775 and 1787. I believe it is regaining its place both in public life and in our Community Chest movement in 1936.

I mentioned three groups of boys and girls, but we deal with them as individuals in our youth agencies. The significance of my classification is one of program and approach and finances. Uncle Dick Morse, the great original General Secretary of the Y.M.C.A., used to say that we existed for the up and coming, not for the down and out. But we have a branch in Cincinnati down by the tracks and the river where one secretary on a slim budget has taken some 250 boys from the juvenile court over a period of years and kept all but fourteen from getting into trouble again. He delivers babies on the shanty boats, runs a navy for flood relief and protects boys that some might call fugitives from justice. Some of those boys are feeble-minded and many more take hours of time. Naturally they don't pay their share of the cost. No gang groups ever do. The Boys Clubs found out all this years ago; the Y and the Scouts are just beginning to learn how to be lit-

the brothers to the poor. The financial problem is not easy to solve, and neither is the problem of getting volunteer leaders.

That's all very well, says your skeptical constituent, but you work with a lot of other boys and girls that aren't underprivileged at all. That's right. Those of us that are connected with the youth agencies have always aimed to guide the future leaders of the community. Some of them can pay all it costs, but we can't divide boys and girls on the basis of what money their parents have. We have to fix flat rates and then go to the parents and the community for the rest of what we need. Sometimes we think we prevent delinquency even here.

Don't the schools do that job?

Yes, they are trying to build character in our young people and so are the churches. I believe they are doing a better job each year. But schools and churches are constantly asking for more Y clubs and

scout troops than we can furnish. I don't know that they always understand just what we are trying to do, but they want us around because they see that somehow our stuff works, that it gives something to their boys which perhaps they haven't been able to give by themselves. At any rate it helps.

I should like to tell you what my interpretation of that something is. I believe that the youth agencies are trying to show boys and girls how to live. The schools and churches really ought to be doing that. They are not.

The schools have a curriculum and the sum total of what they teach ought to lead us through to the life of the world. But nobody ties it together for the boy or girl. The schools, or at least the colleges, are beginning to realize that. They have faculty advisers whose job is to help a student to see his college life whole. But those men and women are teaching classes, too; this isn't their main job.

The churches have a fearful handicap in the way Sunday is cut off from the rest of the week. Their young people's groups are fine, but look at the way the numbers drop off as each successive class moves up in Sunday School.

The young people want some guides they can

trust. They aren't really cynical and hard. That is just a veneer. They want friendship and guidance but the person that gives it to them must talk their language. What a job is there to be done!

And these youth agen-

cies are not only there to do it, but they know how.

Showing our children how to live sounds like the duty of a parent, but, God forgive us, we don't do it. We ought to possess an accumulated experience of the race of man and of our own, and we should by this time have built up for ourselves a satisfying theory for living. Maybe we have, but somehow we don't have the courage to tell it to our own flesh and blood. Even the pussycats do it better and they can't even talk. We give them books about it, or we write them



Courtesy Division of Arts, Department of Education, Baltimore

"That our youth has need of beauty and desires it is shown by the ardor and universality of its quest. The interest and activity of the younger generation is centered as never before in the studio, the atelier, the theater. Young people are trying to paint, model, sing, dance, act, write poetry, plays and tales. . . . As blind eyes yearn for light they are seeking love and joy and beauty."—*Claude Bragdon*.

letters. If we did our part as parents, we wouldn't need any youth agencies.

What kind of a philosophy of life do the youth agencies teach? Well, they believe in all-round living, in the cultivation of body, mind and spirit. They believe in God, and they believe in good citizenship. They want to stimulate a boy or a girl to find his place in the world, to study his own capacities, to understand how the business world is growing here, contracting there, and to lay out a course of living that will bring opportunities for service and tranquillity of spirit.

These agencies are a curious mixture of individualism and collectivism. Perhaps that is not quite fair. Let me say rather that they are a good example of the conflict between the freedom of the individual and the compulsion of the community which has gone on, I suppose, since people first gathered in clans and tribes.

If there is one lesson to be learned, it seems to me, from work with boys and girls, your own or somebody else's, it is that every personality is individual and that you make progress only as you deal with each as a person. The Hebrews of the Old Testament learned that slowly and first Jeremiah and last the Great Prophet of Galilee drove home the lesson that personality is individual and sacred.

That is more than a principle of boy's work; it is the basis of the democratic idea. The small religious congregations of the seventeenth century were the real beginning. Each member spoke with a little something of the voice of God, and must be listened to with respect. When the majority decided after tolerant discussion, it was likely to be the best for all. To extend that idea to government of all the people took an act of faith that even the fathers of our Constitution 150 years later were not quite ready for. Only one person in twenty-five was allowed to vote in 1787. The franchise went to the wiser ones, those with a stake in the country, a bit of property, you know. It took the Wesleyan revival to bring again the faith that permitted manhood suffrage. In Rhode Island it took fifty years and a revolution.

You think that is off my subject? No, for the most important question in life for the agencies and for the boys and girls is whether you believe in God, so that you find Him working through men, all men. Don't try to work with boys and girls, and don't put any money in the youth agencies unless you think there is the divine spark in those small spirits, the tough egg from the gas

house district and the irritating smarty from the suburb, as well as the bright-eyed leader of the gang.

It is no idle speculation I am leading you through this evening. After those revolutionary days of the seventeenth century in England, John Locke thought deeply and gave reason to the bloodless overthrow of James II. The will of the people must prevail, he said in substance; government should exist only with the consent of the governed. Hegel a hundred years ago accepted that principle, so he said; but, he went on, only the divine ruler can know what that will really is. Only He knows what is really best for the people. That is the philosophy of the supremacy of the state. It cannot be reconciled with democracy. All of us vote for democracy of course. The principle is clear.

But its application is not so easy. We believe in individual liberty, but we can't let a boy who is a sex pervert remain at large to contaminate our boys' club. We work for an ordinance or a state law to regulate poolrooms and we try to have it enforced. We go one step further and have constitutional prohibition, and somehow it doesn't work and we have to repeal it. Where shall we draw the line for the intervention of government?

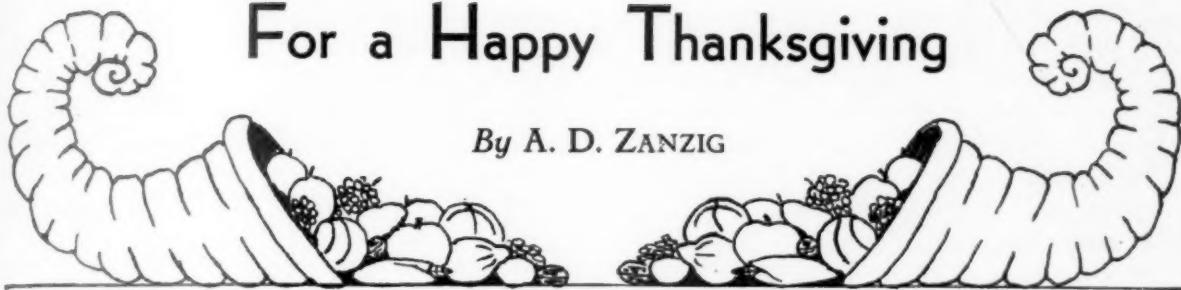
It is not only we workers with young people, but long-haired Communists and short-haired business men alike who are tempted to believe that we know what is good for people, for the masses, better than the people do themselves. We are tempted to look on them as a mob, tossing their sweaty night caps as Caesar rejects the crown, but accepting his power gratefully nevertheless. It is so easy that way to mould the community to your heart's desire, or so it seems. But when the mould is set there is something of the living flowing metal that has escaped, and we find that we were not wise enough to make the blue print right.

It is hard the other way. You look at all the boyhood of a city and think that you must get close enough to each individual to hold him to you while you give him the words of life. You know that you can't do it by yourself and that you must find helpers, arms of the agency and of the chest and of the spirit behind the chest. It is so hard to find them, for the helpers seem to be few, and it is so hard to train them. The words of life are so elusive. They must be clothed in the language

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For a Happy Thanksgiving

By A. D. ZANZIG



IT IS A PITY that there are not more occasions in our year like Christmas, when almost everyone enters into feelings of simple joy and jollity, thankfulness and universal friendliness. Then the vitalizing social spirit of play that we all hope to find on the playing field, in the drama or handicraft club, the chorus or orchestra, or elsewhere, is everywhere ready to spring into being, into singing, acting, dancing or bright walking in a procession, or into some other self-giving.

Long ago this spirit was as active, or nearly so, on Twelfth Night, May Day, Midsummer Eve, Harvest Time, Saints' Days and other yearly occasions, and one of the most engaging of these was the Harvest Time. It still is engaging in the country districts of most of the European countries. In France peasants dance in procession to the vineyards. The leaders hold the largest bunch of grapes high in triumph and sing and imitate in dance some of the activities connected with the care of the vines. Italians have similar customs. In the north of England the last handful of grain is dressed up with ribbons like a doll and hailed as the "Corn Maiden." "She" rides on the top of the last load and is brought to the landlord's house in triumph where she holds a conspicuous place amidst the feasting and dancing that follow. In Poland a lovely girl is wrapped in the last sheaf of wheat and is borne on the shoulders of men to the landlord's house. There the reapers dance around her and sprinkle her with water to ensure a plentiful rainfall in the following year. Other customs, and plans for combining them in a festival are given in *Folk Festivals and the Foreign Community* by Dorothy Gladys Spicer.* Frazer's *Golden Bough*, available in public libraries, is brim full of Harvest customs and others.

Distinctively American Possibilities

In our country in these years almost all the celebrations of this autumn season are religious

services held in churches, and it is indeed right that such services should be held in all churches and that even the secular celebrations should grow out of what are essentially religious feelings of joy and thankfulness. But there might well be also a revival of the best kinds of simple pageantry and merry-making that have made the harvest celebration of country-folk another occasion for full expressiveness and social happiness. And from the old customs we might grow into new modes of doing the thing, modes still closer to our own interests and backgrounds. The maple sugar harvest, for example, is distinctively American and has an interesting background, and so has corn or maize, the potato, the tomato, the pumpkin, tobacco, all of which were given to the world from North America. A celebration of the harvest from the sea, associated as it is with the sea chanteys and all the romance, danger and heroism of the life of fisher-folk, could be a very stirring affair, expanding most liberatingly the often cramped vision of city-folk. The codfish is another natively American product and there are doubtless others. Distinctively American characters like Johnny Appleseed and Paul Bunyan with their very interesting legendry could be interwoven in a festival as the Indians and Pilgrims and their legendry have been. A harvest celebration might well include products of man's skills and spirit in the arts and crafts, as well as, or instead of, the products of farms and fields. A hobby show this might be, but one made much more attractive than a mere exhibition by being associated with singing, dancing and other festive doings.

The working out of distinctively American harvest festivals will give plenty of stimulating opportunity for some research and much creativeness. A bulletin entitled *Harvest Festival*, published by the National Recreation Association at ten cents a copy, contains some definite suggestions, including some for a Husking Bee; and the second volume of *Plays for Our American Holi-*

* Womans Press, 600 Lexington Avenue, New York. \$1.00.

days by Schaffler and Sanford, published by Dodd, Mead and Company, contains three Thanksgiving plays that might be used either as they were intended or as sources of ideas for a festival. There are undoubtedly other publications of ready-made ideas for the purpose. But in these days when creativeness is more and more widely recognized as a fundamental trait and need of human nature, and a means of keen enjoyment, we can regard the possibilities in harvest festival-making as offering especially rich opportunities, and be thankful for them. It is hoped that this article will be suggestive enough to start a committee or individual working out some plans of their own that will be well suited to the interests and creative abilities of themselves and other people in the neighborhood.

There may not, however, be sufficient interest among the people to work out a harvest festival requiring a good deal of preparation. City people are usually too far from the farms and fields to appreciate the "stately procession of the seasons" and the wonders of the growth and fruition of the things that we take so glibly or, if we are poor, have to do without, in the bags and little tin cans of the grocery store. And they are not interested in the labors and wisdom of the farmer on which they depend. We are too absorbed in human antics in business, recreation, politics, scandals, amusements, or in some dulling routine of work or search for work, to sense those great silent workings of nature and to marvel and rejoice at the amazing array of colors, shapes, tastes and sustenances that grow out of them. And this is a pity because it narrows or eliminates entirely a source of rich satisfactions that must be part of everyone's natural heritage and that might be a fine, steadying influence amidst the confusions and strains of present-day human affairs. If these things be true, and we are not accustomed to having festivals in which everyone present takes part freely and well, we would better start with one so simple that it requires no more preparation than would be given to a "community night" and yet it accomplishes the main values of such a celebration. Then in succeeding years the content of it could be made more richly significant.

A Harvest "Community Night"

On this "community night," for it need be nothing more than that, a platform or an end of the auditorium floor would be bedecked with cornstalks, autumn leaves and any other natural tokens

of the season that can be secured. We might commence with general singing of the well-known harvest hymn starting with the words, "Come, ye thankful people, come," which is in many hymn books and could appear on the mimeographed program with the words of all the other songs of the evening.

Then as the song, *Alleluia*,* is sung with its

"Dear Mother Earth, who day by day
Unfoldest blessings on our way,"

Mother Earth herself appears from the side and proceeds to the platform in time with the radiant, dignified music. She is a rather tall and robust person wearing a simple dress of yellow or of some other autumn color decorated with wild flowers, bittersweet or the like. Her golden crown with its radiating points reminds one of the sun, especially so if her hair is blonde or golden. She is attended by six or more well-proportioned young men or boys of high school age, each bearing on his shoulder a basket of fruits or vegetables or both arranged handsomely. Ordinary bushel baskets colored or otherwise decorated without as well as within will do.

Each boy might wear a jerkin of brown reaching slightly below the hips and laced up the front, or it might be a "slip-over" which needs no lacing. (This sleeveless jerkin could be easily made of canton flannel which would look like leather.) He might wear green tights made of old or cheap underwear or long stockings that had been dyed, and low buskins or socks of the brown canton flannel might take the place of shoes. A Robin Hood hat of the same material, perhaps with a feather in it, and loose-fitting sleeves and collar of green, blue, tan or white would complete the costume. In a number of rural places where such a festival was given, these bearers of Earth's gifts wore overalls, the only distinction in them being that they were clean. In any costume, each one might have hanging around his neck or over one shoulder and under the other arm a garland of wheat heads, corn husks or ears, fruit or some other native gift of nature. An especially handsome feature, if it were possible, would be a flower- and leaf-bedecked cart of proper size loaded with the harvest and drawn in by the last two attendants or the first two. If the festival were out of doors, this might be an oxcart or other farm wagon and be drawn in by all the attendants together, or by horses or, very picturesquely, by oxen.

* In *Folk Songs and Ballads*, Set I, 15 cents. E. C. Schirmer Music Co., Boston, Mass.

As Mother Earth reaches the platform with her attendants, the latter all together set down their baskets, each one tilted toward the audience by being placed on a block of wood or a stone that was set on the stage beforehand and covered with greenery or autumn leaves. By outstretched arms as she faces the audience she betokens her offering of the products to them. Then as everyone rises and sings *Now Thank We All Our God*, another hymn found in almost every good hymn book, Mother Earth and her attendants turn about, their backs to the audience, their faces and arms lifted toward the Superior Being. After this she takes her throne, a distinguished-looking chair set

(Barnes, New York) and in Elizabeth Burchenal's *Folk Dances of Finland* (G. Schirmer, Inc., New York). Almost any good group dance would do. *Reap the Flax*, a singing dance in *Folk Games of Denmark and Sweden* by Pedersen and Boyd (Saul Brothers, Chicago) is very appropriate, and so is *Bean-setting*, an English Morris Dance for which the music and directions can be obtained from the H. W. Gray Company, 159 East 48th Street, New York, or from the public library. Or so simple and familiar a singing dance as *Come, Let Us Be Joyful* would do very well. A great virtue of *Bean-setting* is that it is essentially a he-man's dance, a sturdy one done with sticks and

The Jolly Plough Boy

(With a jolly swing)

1. Come all you jolly plough boys and lis-ten to me, I'll
 2. Here's Ap-ril, here's - May, - here's June and Ju- ly, What
 3. Then when we have la-bored and reaped ev-'ry sheaf, And
 sing in the-praise of you all, For- if we dont la-bor how
 pleasure to- see the corn grow, In - Aug-ust we moil it, we
 gleaned up- ev - e - r year, We'll make no more to, do but to
 shall we get bread? Let's sing and be mer-ry with - al. —
 reap, sheath and tie, And go down with out scythes for to mow. —
 plough we will go, To pro-vide for the ver- y next year. —

From *Folk Songs for Schools*, Set VI, copyrighted by Novello and Co., Ltd., London. Obtainable with accompaniment from the H. W. Gray Co., 159 East 48th Street, New York City (12 cents) Used by permission

in the rear center of the platform, and her attendants seat themselves on the floor or remain standing. Now we have the setting for merry-making in song, dance, simple "acting" and possibly games, all in joyful homage to Mother Earth.

First of all, perhaps, we have a processional of plowmen, gardeners, and other workers of the fields, including women, each bearing a rake, hoe, scythe or sickle, milk bucket or other suitable implement while everyone or a special group sing *The Jolly Plough Boy*.

Overalls for the men and simple frocks for the women will be appropriate. After these workers have made an obeisance to Mother Earth, they might be the ones to start the merrymaking, say, with the Finnish *Harvest Dance* to be found in Caroline Crawford's *Folk Dances and Games*

a kind of swagger that make it entirely acceptable to men and boys and are likely to give its validity to all the other folk dancing.

Groups of children from the schools or the playground might do one or more folk dances or special dances as of autumn leaves while a song like *Come, little leaves, said the wind one day*, which is in many school music books, is sung. Singing games like the *Farmer in the Dell* would be appropriate. Older children might give a simple, short musical play like the *Robin Hood*, based on old English songs, that is obtainable from the E. C. Schirmer Music Company, Boston. In *Folk Songs and Ballads*, Set I, which contains *Alleluia*, mentioned above, *The Old Woman and the Peddler*, might be acted out by children or adults. In *Indian Action Songs* by Densmore (C. C. Birchard and Company, 25 cents) is one entitled *Mak-*

ing *Maple Sugar* that would be very appropriate. *O Soldier, Soldier* in *Twice 55 Community Songs*, *Brown Book* is another good song to act out. One of the milkmaids already in the scene, upon recognizing a soldier as he enters, greets him with delight and then sings her question to him. After each of his answers she goes and gets the article of clothing he claims to be without, and he puts it on with a fine swagger and satisfaction. When he tells her, finally, that he already has a wife, she is enraged and makes him take off and return everything she gave him. Still another song to act out is *The King's Breakfast* which, from A. A. Milne's *When We Were Very Young* is published separately by E. P. Dutton and Company (New York) with music and very amusing directions for "acting." This costs \$1.50, but might be found in the public library, where there would very likely be also a collection of English folk songs by Cecil Sharp in which *The Husbandman and the Serving-man* and other songs offer further opportunities for acting.

Musical Mixers, a twenty-cent bulletin issued by the National Recreation Association contains several simple singing dances of which the *Swiss Polka* with its words of outdoor pleasure would be an especially happy choice for a group of young people or adults. And an American Square Dance would certainly fit in well. Some tumblers or jugglers or both might also pay homage to Mother Earth. Especially fortunate would we be to have one or more neighborhood groups representing other countries come in their folk costumes and give some of their dances or harvest customs.

At the close of the merrymaking, which should not be too prolonged, Mother Earth and her attendants would leave, and with the same song, but the products might all be left on the platform and, if there is an oxcart, she herself might ride "in state" in it. Then with the singing once more of *The Jolly Plough Boy*, the workers would follow immediately and bear the products away in their own arms, forming a gay procession in which all the dancers, actors and other special performers would join, going along a central aisle amidst the audience or proceeding in some other formation for a "grand march" out among the people. The general singing of *America, the Beautiful* might be preferred for this processional.

Later, the products might be distributed among the poor.

Now for a Party

Now, the festival proper being over, the floor might be cleared of chairs, the audience themselves moving them perhaps, and everybody be invited to join in some of the dances seen in the festival, or in some appropriate games.

Additional Pointers

In the festival the special performing groups need not and should not be announced. No speaking is necessary. Each group comes in to its music played at a piano, dancing in or walking informally in rhythm. After the group has performed, it should, if there is room enough, remain in the scene, standing on either side of the center. Its members should know beforehand where they are to stand. Thus the "picture" before the audience will grow larger and larger and more and more varied.

The mimeographed or printed program should, as we have said, contain the words of all the songs and it might be on autumn-colored, rather than white paper. If the names of the performers, leaders and the sponsoring organizations *must* appear, tuck them away on the back of the program or on the last page, not in the midst of the program. Let the songs, dances and processions themselves, and all else that is done, occupy our attention completely, letting all the performers and their leaders forget themselves in full, free enjoyment and thanksgiving.

The audience should be given to understand that they are really not an audience at all, but essential participators in the festival. They should have had opportunity to learn the songs beforehand at their club meetings, if they belong to co-operating clubs, at neighborhood sings held on previous evenings, or in the period of an hour or less just before the festival begins. A special group might have been formed to learn the songs very well to give support to the rest of the audience. Set I of *Folk Songs and Ballads*, mentioned above, contains several songs appropriate to such a festival and so do Set II and Set III of the same series, each one costing 20¢. One lasting value of the festival will be the lingering memory and enjoyment of the folk songs learned in connection with it.

Singing the reapers homeward come, Io! Io!
Merrily singing the harvest home, Io! Io!
Along the field, along the road,
Where autumn is scattering leaves abroad,
Homeward cometh the ripe last load, Io! Io!

A Thanksgiving Party



Little did the Pilgrim fathers think that the day they set apart on which to give thanks for an abundant harvest would become one of our most delightful holidays!

THREE HUNDRED and fifteen years ago a Pilgrim wrote of the first Thanksgiving:

"Our harvest being gotten in, our governour sent foure men on fowling so that we might after a more special manner rejoyce together after we had gathered the fruit of our labours. They foure in one day killed as much fowle as, with little help beside, served the Company almost a weeke."* The Indians brought in more game, and Pilgrims and Indians sat down together for three days of feasting and celebration. Not only was there feasting, but there were games, music, and friendly competition as well.

Three hundred and fifteen years later we re-celebrate that first Thanksgiving day in much the same way in our homes and at our parties. For the large community group we plan a harvest festival as the one described in the article entitled "For a Happy Thanksgiving" in this same issue of RECREATION. For a smaller group we give a party with friendliness, games, music and as much feasting as our club pocketbooks will allow.

Invitations and Decorations

Invitations may be printed or made by the group planning the party. They may be in rhyme or written with the curious spelling of the sixteen hundreds. If they are cut in Thanksgiving-time shapes (turkey, pumpkin, Pilgrim) or decorated with an appropriate and simple sketch they will be much more attractive. Colored paper, in autumn shades, will further carry out the theme.

Decorations also follow the theme and may be simple decorations of lights, windows and corners with fall leaves and flowers, or made more elaborate with the use of corn shocks, pumpkins, Indian tepees, and pictures or cut-outs. If the group is small

There are many more suggestions here than will be needed for any one party. Select from them the activities best adapted to your particular group and situation.

enough so that at refreshment time it will be seated at a table or tables, a little ingenuity and imagination and a few odds and

ends will enable you to create clever centerpieces representing a turkey, a log cabin, an Indian tepee, Plymouth Rock or the Mayflower. Crêpe paper and decorated tablecloths, plates, cups and napkins all add to the festive feeling.

As the Guests Arrive

As the guests arrive give each one a bit of insignia which will make him feel the spirit of informal gayety and at the same time identify him as one of a team for the coming games and stunts. For a small group make cardboard and paper Pilgrim hats and bonnets as well as Indian headdresses (with feather for man, simple band for woman), while for a large group, for which it would be too difficult a task to make hats, have small emblems, tomahawks, Pilgrim hats or turkeys to be pinned on the guests. Turkey or chicken feathers are not difficult to obtain at this season and will make headdresses a quick and simple matter.

Pre-Party Activities and Games

Pilgrim Crafts. In the old days the Pilgrims had to make their own clothes and shoes and other equipment; so if the group is not too large the early arrivals might make their own hats and headdresses or small emblems with materials—pins, papers, paste, scissors, crayons, string—conveniently laid out on large tables. As they enter they may be told to which team they belong and then turned loose at the craft tables. They might make a few extras so that late arrivals will have some decoration.

Hawk-eye will keep your early guests busy. Post several

* Compton's Pictured Encyclopedia.

pictures about the room—duplicates—preferably of some Thanksgiving or harvest scene. Covers of current magazines will be adequate. Give each guest a pencil and paper and let him find as many objects as possible in the picture which start with S or B or any other letter. The letter you choose will depend on the picture to some extent. When the party officially begins, the papers are checked and the one with the longest list wins an appropriate prize.

Counting the Harvest may be used as the pre-party activity. Lay out several objects on a large table or tables, spaced so that guests will not have to crowd to look at them. These objects might include an ear of corn, a bunch of grapes, a chrysanthemum, a small pumpkin, and some nuts or beans in a jar. Let each guest guess and write down the number of kernels on the ear of corn, grapes on the bunch, petals on the flower, seeds in the pumpkin and nuts or beans in the jar. To the one with the closest grand total or to those with the nearest correct answer for each separate object give a prize. The numbers have been determined by count before the party. No guest may touch an object; he may only look at it and write the number down.

Mixers or Ice-breakers

Brunswick Stew. Pin on the back of each guest the name of an ingredient of a Brunswick stew. These ingredients, fifteen in number, are beef, potatoes, turnips, carrots, salt, rice, pepper, onions, water, celery, tomatoes, aitchbone, pork, parsnips and butter. Each guest has paper and pencil and attempts to write a complete list as quickly as possible, looking at other guests' backs, but at the same time trying to keep the name on his own back from being observed. A prize goes to the first with all fifteen ingredients listed. The guests should be told there are fifteen names to list.

Grand March figures will serve to arrange the group in file formation for the relays which are to follow, and they will, as well, put the guests in a friendly informal mood. Any of the figures may be used, but vary them by telling the guests that they are Indians and must walk as though seeking game or prance as in a war dance (with accompanying war cries) or by informing them they are Pilgrims walking to church or singing at their work. This will add interest to old figures.

Relays

Bean Porridge Relay. The guests are in file formation. Player number 1 of each file turns and plays the game "Bean porridge hot, bean porridge cold, bean porridge in the pot, nine days old," which everyone knows, with player number 2. Number 2 then plays it with number 3 and so on to the end of the line. The first line through wins, and a prize (a piece of candy, perhaps) is given each player.

Indian Relay. Two teams face each other. Each pair of teams has a covered can with pebbles in it. As some one plays music the can is tossed back and forth between the two lines. When the music stops (or when a whistle is blown if there is no music) the side holding the can or last touching it loses five points to the other side. Fifty to one hundred points constitute a game. A marshmallow is given to each member of a winning team.

Turkey Javelin. Give each team a turkey feather of approximately the same size. At "go" the first player in each line throws the feather, point first, as far as he can. Number 2 then runs to it, picks it up and hurls it as far as he can. Each player in turn throws the feather. The first team to throw it across the finish line at the other end of the room wins. If distances are short, throw the feather to a goal and back to the starting line. Give a small feather to each member of the winning team.

Harvesting. At the head of each file place a waste basket or cardboard box. At the other end of the room opposite each file place another container in which is a potato for each member of the team. On "go" number 1 runs to the other end of the room and takes a potato from the "field" running back to place it in the "barn" or box at the head of the line. Player number 2 then runs to the "field," and so on. The first team to harvest its potato crop wins a small prize.

Mental Games and Stunts

Thanksgiving Pies. Give each team a paper and pencil. The team members then gather around a self-appointed secretary who writes down with their assistance the name of a Thanksgiving pie which is described in each of the following couplets. The couplets may be read aloud to the group or be mimeographed. The group with the largest number correct wins.

A word that means "to elevate"	<i>Raisin</i>
A preposition for its mate.	
What freezes up in winter weather, Thanksgiving families met together.	<i>Pumpkin</i>
The way one feels when life goes ill, What sextons do when graves they fill.	<i>Blueberry</i>
The fruit that Eve preferred to eat, But picked and pie-d before it's sweet.	<i>Green apple</i>
Try this in winter when you dine, It means "to chop up very fine."	<i>Mince</i>
A silly fowl that loves to swim, A fruit that grows on branches slim.	<i>Gooseberry</i>
A drink you'll choose some chilly day, A seed that squirrels hide away.	<i>Cocoanut</i>
What happens when a salesman fat Sits down on someone else's hat.	<i>Squash</i>
On farms it's thick, it makes you grin, The city sort is all too thin.	<i>Cream</i>
You meet a pretty girl, oh, baby! You know what word describes her, maybe.	<i>Peach</i>

Turkey Conundrums. On the reverse side of the paper used in the previous game are to be written in the same manner as for "Thanksgiving Pies" the answers to these turkey conundrums.

1. What part of a turkey is used to assist one in dressing? Comb
2. What part of a turkey opens the front door? The last part—Key
3. What part of a turkey appears after dinner? Bill
4. What part of a turkey is part of a sentence? Claws (clause)
5. What part of a turkey is used for cleaning? Wings (feather duster)
6. What part of a turkey does the farmer watch closely? Crop
7. What part of a turkey is an oriental? The first part—Turk
8. Why ought the turkey be ashamed? We see the turkey dressing
9. Why is a fast eater like a turkey? Both are gobblers
10. What color gets its name from a turkey? Turkey red
11. When the turkey is cooking, what country is he in? Greece
12. What part of a turkey is a story? Tail (tale)
13. What part of a turkey appears on the battlefield? Drum stick

Priscilla Alden's Skill. Choose one woman from each group. Give her a bowl of slippery pumpkin or squash seeds, a needle, thimble and thread. Then on signal she starts to thread as many as she can in three minutes. The Priscilla who wins keeps her thimble for a prize.

Folk Dancing

The list of folk dances and appropriate songs appearing in the article "For a Happy Thanksgiving" in this issue is an excellent source for material for a folk dance or two at this point in our party and for group singing at refreshment time.

Dramatic Activities

Puritan Plays. Now let each group select a word, such as Pilgrim, turkey, Puritan, holiday, grateful, good-will, which is appropriate to the season. Let each group act the word it has chosen.

Mayflower Tintypes. Or let each group select a suitable subject concerning the Pilgrims and portray it as a picture, posing motionless for a minute or so. Such "paintings" might include "The Landing of the Pilgrims," "Going to Church," "John Alden and Priscilla," "The First Thanksgiving."

Creative Activities

Turkey Carving. The guests will be ready to sit down awhile and do quiet things. Pass out paper (black if possible, or brown) and ask the guests to tear out a turkey or Indian silhouette. Post these works of art on white paper and judge, if the group is quite small; if it is larger, let each group select the best and enter it in competition with those of other groups.

Animal Fair. Pair off the guests, if the party is quite a small one—not more than twenty or thirty couples. On a table lay out cranberries, potatoes, turnips, squashes, apples, peanuts, pins, matches and toothpicks, glue or paste and odd bits of feathers or colored cloth. Give each couple from ten to fifteen minutes to make an animal, mount it on a card bearing their names and the name of the animal. Judges award prizes to the best.

Refreshments

Having talked so much about harvests and food all through this party and having raced and acted and danced, the guests will welcome rather substantial refreshments such as pumpkin pie and milk, if the club pocketbook will permit it. If funds are limited candied apples and punch, coffee and doughnuts or other simple refreshments will suffice.



The Federal

Children's Theater

in

New York City

By ANNE POWELL

FOR MANY YEARS educators and social workers have dreamed about a children's theater—one free enough from money entanglements to devote itself exclusively to the creation of fine juvenile theater productions and to a study of the wants and needs of the young theatergoer. The dream materialized when the administrators of the Federal Theater, feeling there was a definite need for such a project incorporated it into their already gargantuan program.

For its first offering the Federal Children's Theater gave Charlotte Chorpenning's adaptation of Hans Anderson's fairy tale *The Emperor's New Clothes*. It was presented originally at the Adelphi Theater on June 2nd, after which it played on portable stages in parks to over 100,000 people in a six weeks period.

The Press Enthusiastic

How very charming this play is, and what appeal it has for both child and grown-up has been adequately expressed by reviewers of two New York newspapers:

Said the *New York American*:

"Much too modestly for anyone's good, there came recently to the Adelphi Theater, somewhat removed from Broadway in 54th Street, one of the most charming productions of a playgoer's season. It is a fable of pretty steady and sheer delight, *The Emperor's New Clothes*....

"For the youngster the play's the thing—the story of a couple of urchin zanies who chase a lost ball into an emperor's city and remain within the gates for an adventure in rescuing a group of wretched weavers from a villainous cabinet minister. It is a lively, playful, comical tale,

done with an imagination that provides for juveniles every bit of color, tomfoolery and exaggeration that the occasion demands."

The reviewer from the *New York Sun* had the following to say:

"To be a member of an audience that is having a glorious time and isn't in the least inhibited about showing it, is one of the most satisfactory experiences a playgoer can have. It awaits anyone who will drop into the Adelphi Theater, up in Fifty-fourth Street, any afternoon except Sunday.

"There, the Children's Theater is presenting a completely enchanting fairy tale called *The Emperor's New Clothes*, with the rapturous and highly vocal approval of as many youngsters as can jam into the place. It is a moot question whether the children, the actors or the highly self-conscious adults, ostensibly present merely as escorts, have the most fun. I can only report that when the somewhat soiled ten-year-old who sat next to me yesterday, began to shriek that the all-important sign-post the heroes were seeking was 'Right over there!' it required an effort of will not to yell with him.

"*The Emperor's New Clothes* tells how two boys, in the best fairy tale manner, outwit a cruel servant of the ruler, who is cheating his master and oppressing the people. They claim to have woven a cloth that is visible only to those worthy of filling the positions they hold. No one, not even the dull, amiable Emperor, will admit he cannot see the cloth, but the boys eventually trick the rascally minister into confessing that it is invisible to him. He is dismissed in disgrace, and all the others live happily ever after.

"The play has been mounted, costumed and directed with extraordinary wit and imagination and all of the actors, from Joseph Dixon, who plays the Emperor, to the citizens, weavers and court maidens of the crowd scenes, look and behave just as characters in a fairy tale should. I am too old, perhaps, to be accepted as an authority on such matters, but several hundred of those who aren't, left no doubt about it yesterday. They scorned mere handclapping to express their approval, in favor of joyous whoops that must have been audible all the way to Times Square."

Questionnaire Reveals Needs

In order to gauge as accurately as possible the theater needs of children, Jack Rennick, supervisor of the Children's Theater, sent out questionnaires to the heads of a large number of settlement houses. The inquiry brought some very interesting results, conveying to the project the past experiences of directors with some 243,000 young people.

Children ranging in age from 4 to 7 these settlement directors believed, evinced a great interest in fairy tales and historical plays; of 8 to 11, in adventure and historical fantasy; of 12 to 16, in operettas (Hansel and Gretel) and more serious plays.

It is of course not as accurate a check as the Children's Theater would like to obtain. But until children are given an opportunity to see a great many plays, a standard of measurement for their theater wants will be difficult to evolve.

In the meantime a very interesting experiment is being carried on in this direction during the regular performances of the *Emperor's New Clothes*. Children are given questionnaires and queried on their reactions to the performance. Smaller groups of children have also been asked to write reviews of the play and send them to the theater.

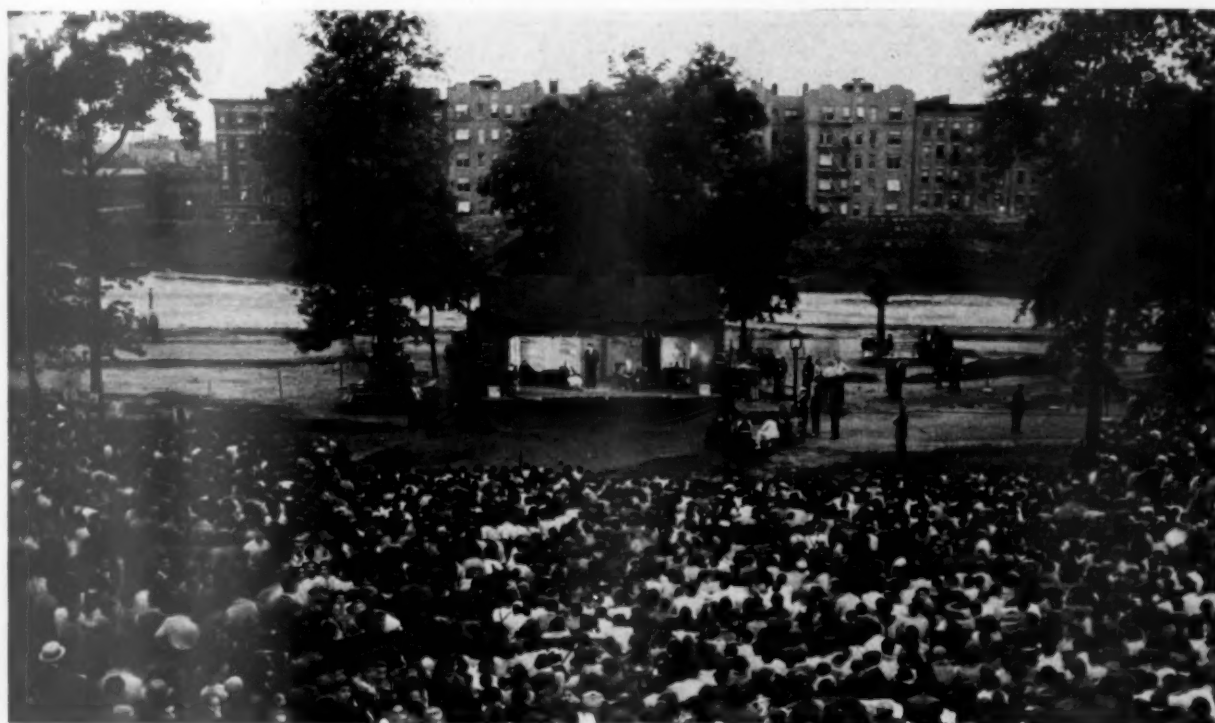
Types of Plays

The plays the Children's Theater are considering for presentation are of two types: those which are imaginative, humorous and fantastic in nature, and secondly those which give a sense of realism to the play, and so help the youngster obtain a greater awareness of himself as a personality, as well as a realization of his particular relation to the world in which he lives.

No matter what the treatment or subject matter of the play is, it must, in order to meet the demands of the Children's Theater, excite and stimulate the emotional and intellectual interests of the child. As Mr. Rennick put it: "At no time will we give plays which will provide entertainment value only. It is our intention to combine the educational and entertainment qualities of the theater—and place the greater emphasis on the educational, though not in a pedagogical manner. We do not believe in treating children as such, but rather as human beings who must be approached on an equal level. Whatever pedagogic effects we achieve must come as a result of the proper selection of plays, and through a presentation which is attractive enough to appeal to the child's need for fun, laughter, fantasy, and sustained adventurous interest."

(Continued on page 372)

Thousands of people of all ages make up the audiences which sit enthralled through the outdoor performances given in New York City



Dearborn Dedicates Ford Field

FOR TEN YEARS Dearborn, Michigan, has held an annual "Dearborn Day" with an elaborate program of sports, games, music, dramatic presentations and similar activities.

Recent estimates show that there has been an influx of 25,000 people to Dearborn since the last census was taken. There is, therefore, greater need than ever for such an opportunity as Dearborn Day presents to welcome these newcomers, and each year an increasing number of people look forward with the keenest anticipation to the neighborliness and the festivities of this gala day.

This year the celebration was a particularly happy one. Not only was there an especially extensive program of recreation arranged by the city's Recreation Department of which Henry D. Schubert is the executive, but the closing evening of the two-day celebration marked the formal presentation to the city by Henry Ford of Ford Field. This twenty acre amphitheater along Rouge

"Friends and Neighbors — Thanks for your greetings tonight. It is good to see so large a gathering in such a happy mood. That is because we Dearbornites know how to play as well as work. If we don't play a little we shall not be able to work very well.

"This field is really the 'village green' of our town, and for many years it has been a place of outdoor recreation for both old and young. Mrs. Ford and I now take great pleasure in presenting it to Dearborn so that it may always be used for this good purpose."

Henry Ford

River had for many years been used as a recreation center through the courtesy of Mr. Ford.

With its four baseball diamonds and grassy, shaded picnic grounds it had provided play opportunities for many thousands. Now it was to become the property of the city. July 16th was indeed a red letter day for Dearborn!

Mr. and Mrs. Ford were present at the dedication and took part in the ceremony, Mr. Ford broadcasting a message over a coast to coast hookup of the Columbia Broadcasting System.

*(Continued on
page 373)*



Securing the Use of Schools

as

Community Centers

By THOMAS W. LANTZ

Superintendent of Public Recreation
Reading, Pennsylvania

MOST RECREATION departments have little difficulty in securing the gymnasium facilities of a public school but when those same recreation departments seek the wider use of the building for activities which cater to youth and adult groups, the School District will often oppose the project. Usually the District has certain reasons for its refusal, one of them being the extra cost for light, heat and janitor services, and to the average taxpayer the School District's attitude is apparently logical.

How, then, may a recreation department secure the wider use of a school plant?

Creating Public Sentiment

First, by building up public sentiment. This procedure takes time but is well worth the effort. School and city officials, service clubs, women's organizations, parent-teacher associations must be shown the need for the wider use of school buildings. Get the Parent-Teacher Association interested in making a survey of what young people in the neighborhood of the school building are doing during their leisure time. Take the various members of the School Board and City Council on an inspection trip in the vicinity of a school building and show them the gang hang-outs. Have the judge of the juvenile court make a public speech on the necessity of having a school building lighted at night for community recreation purposes. Secure the cooperation of the local newspapers in writing editorials. Point to the fact that Milwaukee, Wisconsin, has many school buildings open at night and boasts of the lowest juvenile delinquency record of any city in America. Have a meeting of case workers and group workers of your Council of Social Agencies and let the case working

agencies show the need for neighborhood recreation centers in school buildings. Give their statements wide publicity; they know neighborhood conditions about as well as anybody in the city. Get the records of the police department and the juvenile court and show the large percentage of young people under twenty-five years of age who have been sent to reformatories and prisons and the cost of maintaining these same youths in institutions.

Creating public sentiment will take much of your time as it will be necessary for you to make many addresses, but sooner or later you will discover various organizations in the neighborhood responding to your plea, and they will appeal to the school board for the opening of a school building in their district for a daily program of recreation activities which will attract post-school ages.

You will find a more ready response from the School Board if the appeal for opening a school building comes directly from the taxpayers than from you.

How Reading Secured Its School Centers

The Junior League members of the City of Reading were operating a small settlement house near a school building whose gymnasium was being used by the Recreation Department. The settlement house facilities were quite inadequate. The

Community center days are coming! If the use of schools as community centers is a new project in your community it will be helpful to learn how one city secured the cooperation of its school board and built up public support.

director of the Junior League settlement house was reaching only a small number of children after school and in the evenings. The superintendent of the public recreation system of the city, believing that a better piece of work could be done in the nearby school building, pointed out to the Junior League that they could reach more people and do a more effective piece of work if they could secure the use of the school building in cooperation with the Recreation Department.

After an exhaustive study of the situation and many conferences with the superintendent of public recreation, the Junior Leaguers appeared before the local School Board and requested the use of a large grade school building, stating that they wanted to give up their small house and reach more people. The Junior Leaguers, representing a large portion of the biggest taxpayers in the city, carried some weight with the School Board officials, and they were granted the use of the building with free light, heat and janitor services. The League agreed to pay for leadership and supplies. The Recreation Department assumed responsibility for administering and providing leadership for the new neighborhood center in a school building. Thus through the cooperation of the School Board, Junior League and the Recreation Department, the City of Reading secured its first real recreation center in a school building.

The center was first opened in 1930 and today the program reaches a total number of approximately 5000 participants each month. Rooms in the school building are used for chess, art, handicraft, fencing, boxing, wrestling, music, dramatics, a charm school for girls, Boy Scouts, Camp Fire Girls, community nights, illustrated lectures and a wide range of activities.

Another way in which the wider use of school buildings may be secured is through cooperation with other agencies in the community.

For several years the Inter-Racial Committee of the Council of Social Agencies, composed of colored and white members, among them the superintendent of recreation, discussed the possi-

bility of opening an inter-racial neighborhood recreation center in a school building.

Recently several school buildings were abandoned by the school district for larger and more modern buildings. When the opportunity arose, the Inter-Racial Committee of the Council of Social Agencies appeared before the School Board and made an urgent appeal in behalf of the Recreation Department for the use of the abandoned school building. The School Board was favorably impressed, and when the Board of Recreation formally requested the use of the building the request was granted. The same Inter-Racial Committee appeared before the City Council and secured a fine appropriation to operate the first inter-racial center under Negro and white leader-

ship. The school building is used from top to bottom every day except Sunday for activities ranging from sewing classes to boxing.

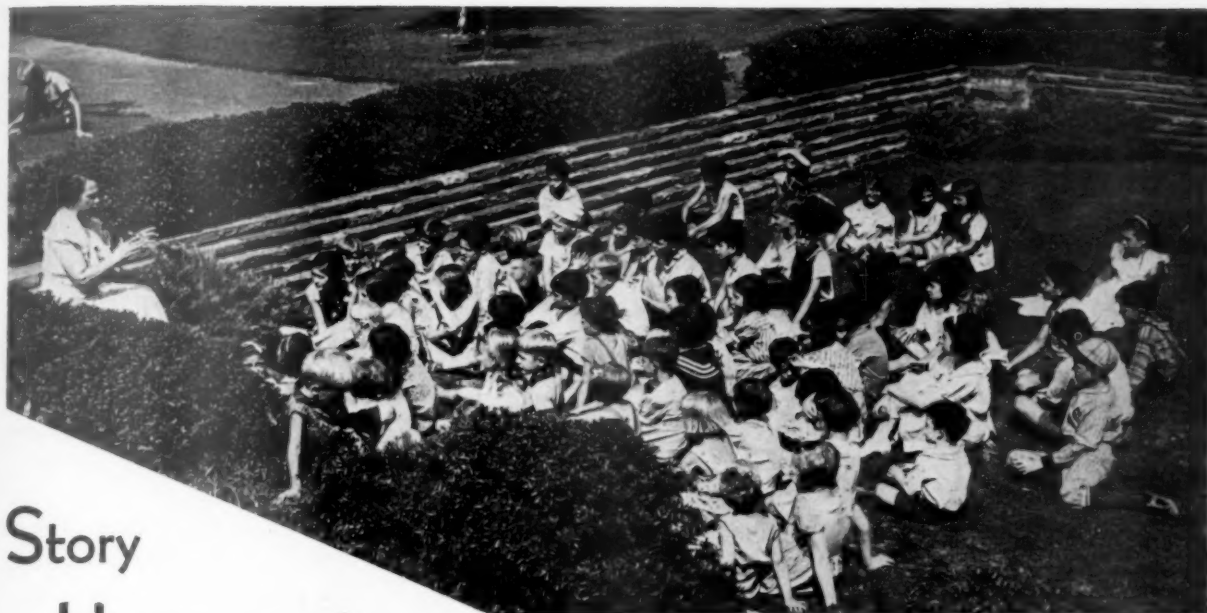
A strong County Education, Recreation and Youth Advisory Council, which is a part of the Works Progress Administration, was an influential factor with the School Board when the Recreation Department desired the use of a new million dollar grade school for community

center purposes. With the backing of the County Education, Recreation and Youth Advisory Council, the Recreation Board had little difficulty in securing not only the gymnasium facilities of the new school, but any part of the building desired for a comprehensive leisure time program. The recreation center is now being entirely operated with W.P.A. recreation leaders under the supervision of the Recreation Department. The School District pays for light, heat and janitor services; the Recreation Department provides all the equipment necessary for the conducting of activities.

Reading has twenty-five neighborhood Parents' Playground Associations and they are traditionally strong. These neighborhood parents' associations, which heretofore only took an interest in their summer playgrounds, are now taking the lead in securing the wider use of school buildings

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"We have only begun the intelligent, long-term planning of school buildings, playgrounds and other educational and recreational facilities. The time will come when current criticisms of the amounts expended for school buildings will be looked upon as ridiculous. . . . Instead of debating whether a gymnasium or auditorium will be included in a school building, the question will be how many gymnasiums and auditoriums are required to provide adequate facilities for the athletic, recreational and cultural activities of the community."—*Henry C. Morrison and John K. Norton in National Municipal Review.*



Story Hours—and Story Hours!

By ANNE MAJETTE GRANT
Specialist in Story-telling
Westchester County Recreation Commission

WHAT CAN a recreation leader who believes in story-telling but is not trained in the art do toward promoting and developing this "activity" on the playground? I use that word activity advisedly. If you have watched a group of children during a story hour you know already how truly they participate. They are not merely passively listening. They have become actors. They are the hero or heroine, truly experiencing the thrills or hardships about which they are hearing.

Certainly it is with no thought of making story-telling a less beautiful or less perfect art that I insist that folk not trained for story-telling can make a very worthwhile contribution in this field. Nor do I think for one moment that everyone can become a good story-teller, although in my goings up and down I have unearthed a few excellent story-tellers who had not previously been aware of their talent. But for the sake of clarity in presenting certain definite suggestions, let us divide story-telling into two different categories—the informal and the formal.

The Informal Times

Recently I was delighted to

In the July issue of *Recreation* we presented an article by Mrs. Grant urging that every playground which could possibly arrange for it have a "magic corner" for story-telling and simple dramatics for children. In this article Mrs. Grant offers some practical suggestions, especially for the benefit of the inexperienced story-teller, on informal and formal story-telling.

hear an authority on music, speaking before a general recreation conference, say, "It's music if it sounds like music to the ones who are making it." That expresses my feeling about this informal tale-telling, and there is no recreation leader worthy of the name who cannot develop these important moments. It may be the tennis coach sitting on the side lines with his players before the game—or between sets—telling them, quite incidentally, how ancient tennis had no net, the ball being played over an earthen mound and struck by the palm of the hand instead of a racquet. Or he may tell them a bit about the boyhood of "Big Bill" Tilden, the great tennis champion. Whatever he tells them, he will be building on their interest in tennis; he will be creating a spirit of comradeship between himself and these young people, and

he will be linking them up with all the champions of this particular sport. And that's story-telling!

There is a little book called "Popular Sports," published by Rand McNally and available for ten cents at the Woolworth Stores, which gives hundreds of facts about the origin and development of our sports. Such

a book in the hands of an alert leader could be the basis of many weeks of quiet informal sessions.

If the children have been interested in soap-carving, would not this activity be made more interesting if they heard something of the coal-carving of the Pennsylvania miners during their spare time? Or might not such a story as "The Scullion Who Became a Great Sculptor" (*Book Trails*) stimulate and encourage them in a way nothing else could, especially if it is given to them as they sit at their own carving?

If they have been on a nature trip or a hike and have "discovered" a skunk, would not such a story as "The Fearless One" (*Story Parade Magazine*, July 1936), which tells graphically the habits of this animal, whet their appetites to know more about the lives of these field folk? So much of our learning is unrelated that anything which brings facts and experiences together is certainly worth trying.

Do you know how interested children are in what you did when you were a little boy or girl? Share some of these experiences with them, especially some of those none-too-perfect things — such as playing hooky from school or smoking a long black cigar on a dare. I do not think there is much danger of their emulating this example, particularly if you go all the way through to the end and tell the truth about the prize not being worth the punishment, and I am very sure that this confidential information will give you a rating with children scarcely equalled by any other characteristic!

Encourage the children to tell you and the group about the most thrilling times they've ever had or the stories they like best. You can offer to read their favorite book aloud to the group. (A shelf of well-selected books borrowed from the local library is a boon to any program. Incidentally, this is a good first step toward getting your librarian interested in what you are doing. And librarians are such good story-tellers!)

Visits to and stories about historical spots, monuments or characters in the community can be easily managed and give such abundance to the very world in which we live. It is amazing to see how many things that children so stimulated and awakened can discover for themselves. And who knows but that this may be the beginning of a life-long interest in history and folk-lore? Or the first step in the foundation of a local museum? Big oaks from little acorns do grow!

Then there are tales to be told about all the local and national celebrations; holidays and why we have them. Children are interested in such learning if you bestir yourself enough to make these things interesting to them. By a local celebration I mean such a one as the recent one in Hastings-on-Hudson honoring the memory of Admiral Farragut. An interested, able story-teller could vivify not only the life of the man himself but the whole period in which he lived.

Every day we read in our papers things which would be of special interest to children if only we would clip them and stick them into a convenient pocket for that lull when everyone seems to just hang around with nothing to do or say or think. The clipping may be something about the stars and related to their nature program, or it may be the account of the finding of an Indian bowl many hundreds of years old, or it may be about a faithful dog who travelled eight months and many miles to return to his master. But this, too, is story-telling!

An hour of riddles and jokes is fun. And surely there is nothing more important on a recreation program than healthy, hearty laughter. Youngsters will enjoy finding these riddles and jokes to share with the group. Made-to-order stories are always fun. The leader — or some child — will begin a story such as, "One day an old man was going down the street with a big bag over his shoulder." At this point the next child takes up the story and carries it a few sentences, passing it on to the next line. Dorothy Canfield Fisher's *Made-to-Order Stories* will give valuable suggestions for this kind of activity.

It is these informal moments — or hours — which add richness and depth to the program, giving it a meaning beyond the telling.

The Formal Story Hour

This more formal story hour will require a trained or experienced story-teller whom the recreation leader will perhaps have the responsibility of finding. It is well to keep in mind that the special story hour requires a program of well-selected, well-told stories if it is to be worthy of a place on your "Special Activities" program, and that it is better to have no special hour than to have a poor one. But assuming that a satisfactory story-teller is available, there are certain things which the director can do which will definitely help the story-teller.

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Texas Celebrates Its Hundredth Birthday

And the National Folk Festival its third anniversary

By SARAH GERTRUDE KNOTT
Director
National Folk Festival

TEXAS WAS CELEBRATING its one hundredth birthday; the National Folk Festival, its third: Old customs and traditional folkways were being recalled by both. The people from twenty states, with their folk dances, songs, plays and handicraft expressions, had joined the procession of American people moving to Dallas for its Centennial celebration.

The evening programs of the National Folk Festival were held in the Amphitheater under Texas blue skies. During the day more informal programs were given here and there on the Centennial grounds. At almost any place one was likely to see fiddlers wandering minstrel-like around, or to hear bands strike up these favorite folk tunes, and play on and on. Cowboys with their highly-decorated boots, wide-brimmed hats, and gay-colored shirts, were in evidence on every hand. It was not an uncommon sight to see large numbers of Negroes on their way to the spots designated for them, to sing the spirituals. Given the slightest encouragement, they sang before they arrived or after they left. Indians and Spanish groups added color as they roamed down the Esplanade or stopped by the Reflecting Basin to sing or dance as their inclination led them, for this was a "peoples' festival."

"The history of folk expression shows three different stages," said Dr. Van der Ven Ten of Netherlands, in one of the morning conferences of the International Folk Dance Festival held at the Cecil Sharp House in London last summer. In the first stage the folk expressions are in their full vigor. Here there are no outside influences to disturb them in any way and they are uncon-



sciously "folk." In the second stage there is less vigor and certain influences are needed to strengthen their vitality or give incentive for continued use. If this incentive is lacking they are likely to die. In the third stage they have passed the point of being revived.

We believe that America is passing through the second stage. The truth of the vitality of the folk expressions was strikingly noted in many presentations at the third National Folk Festival, but in some cases it was evident if they are to continue to be a part of our America life, plans must be made to keep them.

Folk Expressions from All Sections

There could be no mistaking the fact that the War Dances, Eagle Dances, and other traditional ceremonials from the fierce Kiowa Indian tribe from Oklahoma, as well as the Bear Dance and the Buffalo Dance of the Cherokee Indians from North Carolina and Texas' own Tigwa Indians from Isleta, Texas, with their La Figura and El Primer Baile, had been handed down traditionally. Each had certain rhythms that belong universally to the Indian, but certain individual differences were evident.

Surely there was life in the Mexican and Spanish presentations by the Tipica Orchestra from El

Paso and by the Spanish dancers from Dallas and San Antonio, with their national folk dances. There were the early mission hymns, known as the Alabado and the Albanzas, which were brought to America by the Spanish missionaries and have been sung by people of Spanish descent since the sixteenth century. But some of the songs, like *Del Cielo Bajo*, taught the Indians by the early missionaries and sung to the accompaniment of guitar and dances on their long pilgrimages to the mission of their patron Our Lady of Guadalupe, were brought back from the half-forgotten memories of older people and taught to a group of Mexican girls under the direction of Father J. G. O'Donohoe, Chairman of the Catholic Exhibit of the Texas Centennial Exposition.

Acadian groups from Louisiana, directed by Lauren C. Post of the University of Louisiana at Baton Rouge, were represented by bands and the Acadian dances, *Les Varieties Parisiennes* and the *Lanciers Acadian*. While these dances are remembered by a number of older Acadians, yet this particular group of younger people had to revive them under the direction of Fred DeCuir for presentation at the festival.

The Germans from Fredericksburg, Texas, brought their living customs and traditions in the German Folk dances, sketches and music. The German language is still spoken to a great extent by the people in Fredericksburg, who have held rather closely to these traditions throughout the ninety years' life of the "City of Windmills."

While representation from most of the groups on the National Folk Festival program was to be found only in certain sections, the Anglo-Saxon materials and participants were much more generally found. In every one of the thirty sectional festivals held in Texas there was always strong Anglo-Saxon representation, along with the Mexican, Spanish, Cowboy, German or whatever special type of expression most abounded in any particular community. In addition to the wealth of Anglo-Saxon material found in Texas, Bascom Lamar Lunsford from the Mountain Song and Dance Festival from Asheville, N. C., brought over his group of ballad singers, using the Old World ballads, as well as those indigenous to the Great Smokies. Fred J. Colby of the Agricultural Adjustment Administration in Nashville furnished one of the most interesting groups, using the singing games and square dances of the Tennessee mountains. Mrs. May Kennedy McCord brought from the Missouri Ozarks fiddlers and ballad sing-

ers with a wealth of material in its truest type. From the Arkansas Ozarks came A. E. Stroud with his many stringed dulcimer on which he played many traditional tunes. Happy Eugene Staples with his daughter, Mrs. Wynifred Staples Smith, was sent down by Governor Brann of Maine to show the rich heritage of traditional Anglo-Saxon folklore existing in that state.

The versions of the ballads used by these groups from the different sections held more truly to the one form than the square dances and singing games. In the dances and games from Texas, the words had often been adapted to express the spirit of the West. They seemed more spontaneous, the action was quicker and the players seemed really to get more fun out of it and to put a little more of their own life into the execution than the groups from the East did in their dances. Calvin Allbright of Farmers Branch, Texas, with his sixteen-couple team, had his own interesting version of one of the most familiar of the old square dances:

"Eight hands joined,
Circle eight;
Now you catch
That Eastbound freight
Break the trail home,
Sash your corner
And your taw.
Rope the cow,
Drive the calf
When you meet her
Swing her one and a half.
Treat 'em all alike
If it takes you all night.
Hurry up, boys,
Don't get slow,
For you're not goin'
Like you did a while ago."

The Quadrille on Horseback, presented in the Agrarian Parkway by a group of Houston people under the leadership of Mrs. Mary E. Storey and Corinne Fonde of the Recreation Department of Houston, was an interesting novelty with Western atmosphere. They used the square dance, "Lady Around Lady," and the horses were almost as nimble on their feet during this old square dance as were many of the other ladies who "swung around the gents" in the same square dances done by the East Texas State Teachers College from Commerce, Texas.

The Sacred Harp Singers

About two hundred sacred harp singers from Texas, Georgia, and adjoining states came together for an all-day singing on June 21 in the Foods Building. More than 30,000 people in Texas still sing the old sacred harp songs, using

the same old book which has been used for more than one hundred years, with its fa-so-la method. The tuning fork is used to get the pitch. The notes are sung first and then the words. W. T. Coston, who has been a leader of the Sacred Harp group in the South for more than twenty-five years, and other leaders are making a determined effort to get the younger people interested in this old traditional form of music so that it will be carried on. While there is, of course, a chance that the younger folk will eventually take on the new methods, yet when one has attended many of their singing conventions and seen the devotion of the older people in Texas and in other Southern states to the Sacred Harp, it seems likely that several generations at least must pass before they are forgotten.

Negro Spirituals

Thousands of Texas Negroes participated in the program of spirituals, lining hymns, cotton-field songs, and work songs, which told unmistakably of the living quality of these folk expressions in the Negro's life.

A Negro spiritual chorus of 1700 students from Booker T. Washington High School, Dallas, opened the National Folk Festival program. A state chorus of 5,000, assembled by A. S. Jackson of Dallas, Eliza Champ-Gordon McCabe of Beaumont, and Helen Hagan of Marshall, sang spirituals on June 19; another chorus of 1200 from the Emergency Education Association and the G Clef Club of Dallas closed the national program. Old favorites like *Swing Low Sweet Chariot*, *We Are Climbing Jacob's Ladder*, and *Steal Away* were used, along with those not so well known. On this evening a group of 200 people sang the moving old lining hymns, *Father I Stretch My Hands to Thee*, and *I'm Not Ashamed to Own My God*.

An inescapable, impressive Negro folklore seems to be more genuinely representative of and nearer and dearer to the Negro race than other folk expressions are to any other race or group of people in our country.

The foreman of the rock quarry at Farmers Branch, eager to cooperate in the

preliminary plans for the festival, asked that representatives be sent out to the rock quarry to hear his Negroes sing. Work was suspended, the Negroes were called out of their quarry, and with picks in hand to make the rhythm, together they sang:

"God made the 'gator
And the 'gator got flied
God knocked knots
All over the 'gator's eyes.
Gwan ol' 'gator
God bless yo' soul
I'm goin' to beat yuh
To yuh muddy hole."

This, along with *John Henry* and *Good Mornin' Cap'n* represented their contribution to the festival.

Folk Plays

Unlike the other presentations on the National Folk Festival program, the Carolina folk plays presented by the Carolina Playmakers in the Artists' Auditorium Saturday and Sunday were not traditional. We are only in the beginnings of the creation of our native American drama. "Quare Medicine," the first play presented by the Carolina Playmakers from the University of North Carolina, under the direction of Frederick H. Koch, was Paul Green's first comedy. The other play, "Texas Calls," a story of a Carolina family rooted in traditions, and a young hero who pioneered to Texas, was written especially for this occasion by Mr. Green, who is President of the National Folk Festival. Other dramas based on folk life were "Lost Mines," by Margaret Harrison of Ft. Worth, presented by a group from Beeville, Texas, under the direction of Mrs. W. R. Quin. Annie Randall's Negro group, the Thespians, from Waco, gave Paul Green's "No 'Count Boy."

Sketches from the Upper Red River Valley, depicting frontier Texas, were given by groups from Memphis, Crowell and Quitaque. These were plays with themes peculiar to the sections from which the different groups came, but each expressed a universal element of folk life.

Sea Chanteys and Folk Songs

In the old days Captain Dick Maitland from Sailors'

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"If we are to consider the cultural and creative development of the individual, or if we are interested in building up audiences to appreciate the more sophisticated forms of art, we must begin with people as they are, as we found them at this festival. We must give them the thing they understand and like, and the chance to express it. If there is danger of our losing the Negro spiritual, the Sacred Harp hymns, the square dances and the singing games, the fiddlers playing the old traditional tunes and the ballad singers, what, then, will there be as a beginning, as a base for creative arts? What else could fill the idle hours of thousands who have it in their hearts to sing and dance and play?"

Building a Bomber

By RICHARD B. HOAG
Chicago Park District

MODEL AIRPLANE designing and constructing has definitely taken its place among the most popular of boys' recreational activities at Mozart Park, Chicago. Here a class of fifty-five boys is at present busily engaged in building outdoor models which will be entered in the approaching seasonal flying contests. Under the guidance of their instructor, Harry Dromerhausen, this group has been carrying out an extensive program of experimental work which has resulted in some remarkable achievements and invaluable contributions to model airplane development.

One of the recent models of the group, a marvel of neat, accurate workmanship and ingenuity, is equipped with a bombing compartment. The novel and exclusive feature of this plane is the trap door which is designed and adjusted to open automatically and release a bomb, a parachute or a shower of confetti while it is in flight.

No ready-made or machined parts are used in the construction of this plane. Each piece is fashioned entirely from raw material

The design and construction of model airplanes has assumed a place of importance as one of the most popular of boys' recreational activities at Mozart Park, Chicago. Throughout all its centers the Chicago Park District seeks to make airplane construction scientific as well as recreational. Particularly interesting is the experimental work which is being done by the boys, a phase of which is described in this article by Mr. Hoag.

sprayed with a special preparation which imparts a smooth, transparent finish and adds rigidity to the fuselage.

The Trap Door

The opening of the trap door is controlled by the action of a fuse which is ignited shortly before the

plane is released for a flight. The door is first cut to fit the dimensions of the compartment. For the purpose of reducing fire hazard, a three-quarter inch strip of aluminum tissue is folded over the edge of one end of the door and attached to the inner and outer surfaces. The next operation is to fasten a double eye of small gauge wire to the exterior side of the

Note the trap door which opens automatically releasing a bomb or parachute while in flight



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Looking Backward Forty Years

Behind every settlement in the slums of our great cities there is a personality who dreamed and sacrificed and worked!

FORTY YEARS AGO there came from Hiram College a young man imbued with a great and compelling desire to serve. He chose one neighborhood in the city of Cleveland and for forty years he has devoted the major part of his strength to this community. The result is Hiram House and a very considerable contribution to the recreation movement. The man is George A. Bellamy.

Hiram House Playground

The early years of Hiram House were not easy ones for George Bellamy. He started in 1896 with a small rented house, no money, no trustees, and no friends. At the end of two years he was in debt \$500 and had no salary. But he persisted, and by 1900 he was able to obtain a new house. In that same year Mr. and Mrs. Samuel Mather founded the Hiram House playground, replacing an unsightly junk yard with a play area later to be enclosed by a beautiful grill-work fence, donated thirty years ago by Mr. H. W. Hunt who still serves on the Board of Trustees of Hiram House. The playground was unique for it was, Mr. Bellamy believes, the first brightly lighted all-year-round playground with trained leadership open morning, afternoon and evening. This was but the beginning of many outstanding contributions to recreation techniques and policies originated or developed by Hiram House.

Hiram House has always emphasized the need for trained leadership. From the beginning there has been a boys' and a girls' play director and a year-round program. As early as 1906 a system of volunteer leadership was inaugurated whereby colleges sent

Hiram House is celebrating its birthday with a symposium during the next two months that will take the form of a series of public luncheon meetings and reunions. Guests will be alumni, present club members, past and present staff members, trustees and friends of Hiram House—a considerable section of Cleveland's citizenry whose lives have been touched through the years by the settlement and its influences.



GEORGE A. BELLAMY

summer students to the settlement who, in return for their services, were given board and room and training. Men and women from many cities have visited the Hiram House playground to study its method and to be helped in the planning of their own work. A leading recreation worker who visited Hiram House while making a study of the playgrounds of America, stated at a National Recreation Congress that the Hiram House playground was the best socialized playground in America.

In 1906 the Progress City plan was started. Under it the playground was organized with the departmental set-up of a real city. The child members of the playground police, sanitation and other departments did much of the cleaning, po-

licing and caring for the playground, even to constructing a wading pool themselves.

Mr. Bellamy has always believed in working with local organizations and in helping to enrich their programs. A few years ago he approached the schools, proposing an informal experiment "to evolve a plan of cooperation between public and private agencies for the development of health, character and citizenship in Cleveland school children." The plan involved the cooperation of Hiram House workers with the schools in developing desirable habits in children. Before formulating a program, the first step was a comprehensive study of children's food, sleep and activities. The results have been published by Hiram House in "Children's Food, Sleep and Activities"—a series of studies of conditions under which the average child in four public schools is growing up. The study shows a need for a program such as Mr. Bellamy proposes.

Contribution to the National Recreation Movement

Not only has Mr. Bellamy promoted recreation locally through Hiram House, through the schools and through service as the first recreation commissioner in Cleveland, but he has also contributed his rich experience to the national movement through his affiliation with the National Recreation Association. For the Association, in the early days of its history, he visited some forty cities throughout the country, taking a week here, a week there, some-

"Evolution discards the useless and builds on the useful. If there is not definite change in the form of growth in an institution every ten years, something is wrong. Life does not stand still. When it does, it is no longer life but decay and death."

times a few days or even a single day whenever time could be spared from his busy life at Hiram House. In many of these cities recreation systems have solid foundations in part because of the devotion and practical ability which George Bellamy showed in helping local citizens face their

recreation problems and in assisting them in planning, not for one year or five, but for a generation to come.

During the World War he was one of a small group who did most in building up War Camp Community Service. Much that happened nationally and in localities was due to his energy and ability.

A further extension of the influence of Hiram House in the national movement was the membership for a number of years on the Board of Directors of the National Recreation Association of Samuel Mather, donor with his wife of the Hiram House playground, and for many years closely associated with the settlement.

Hiram House celebrates its fortieth anniversary this month, and the settlement can look back with justifiable pride upon the position it has held

throughout its history as a real contributor to the recreational well-being of the

Officers of Progress City in 1908, as they decided weighty affairs of state



neighborhood, the city and the country. It can also look forward to more years of increased service under the dynamic leadership of George A. Bellamy, nationally recognized as one of the country's pioneers in the great adventure of neighborliness which is making America's slum districts far more livable for many thousands.

Recreation in One Community

By ROBERT L. HORNEY
Superintendent of Recreation
Danville, Illinois

ON JUNE 8TH the Recreation Department of Danville, Illinois, inaugurated its summer playground program for a period of ten weeks. Four park playgrounds and four community center grounds were opened from 9:45 to 8:30 daily except on Saturdays and Sundays, each playground with a man and a woman serving as co-directors with one or more assistants as attendance necessitated.

Attendance Doubles

Practically every type of recreative activity for boys and girls, men and women was introduced, and there was a marked increase in interest and participation during the season. The list of recreational activities encouraged at the playgrounds included more than 150 different forms of play. The total attendance more than doubled that of previous years, almost 325,000 taking part in some form of activity. Of this total 36% attended Garfield Park where the major interests were athletics and where there were evening activities consisting of amateur shows, community singing and moving pictures. Lincoln Park was second highest in attendance with 20% of the total attendance of all the playgrounds. The central location of this park no doubt accounts for the surprising increase over other playgrounds and parks in the city. An analysis of attendance for the season showed that 73.5% of the people coming to the centers were actual participants; 77.1% of the playground visits were paid by children. The attendance of boys and men at the grounds was 68.8% more than twice the percentage of girls and women.

The Activities

Athletics and Sports. A wide variety of organized sports, leagues, tournaments and similar events was arranged during the summer

Danville, Illinois, has in past years conducted summer playground activities on a small scale. Not until this year, however, after a mill tax had been passed providing funds, a recreation department established and a superintendent of recreation employed, was the objective achieved of presenting a program so broad in its scope and so productive of definite values as to be wholeheartedly accepted by the citizenry. The city has had a very high delinquency rate. While complete figures are not yet available, careful estimates show a decrease in delinquency for the summer playground season of approximately 30% as compared with figures of past years.

playground season, the principal sports fostered being baseball, playground ball, tennis, swimming, track and field

events, horseshoe pitching, volley ball and athletic badge tests. The total participation in athletics was 70,691, and there were approximately sixty softball teams organized in leagues, eight junior baseball teams, two tennis tourneys, two horseshoe tournaments, two swimming meets, a telegraphic track meet, eighteen volley ball teams, and a number of field days and low organized athletic events.

A baseball school which attracted approximately 500 boys from all sections of the city began June 1st and lasted three weeks. After this the boys were divided into teams representing each playground. As an added interest, the boys who won honors in athletic events during the summer were given free passes to see a National League baseball game in Chicago. Three hundred and twenty-five boys attended the games. Danville was fifth in the nation-wide telegraphic track meet which was a highlight of the athletic program.

Dramatics and Pageantry. The dramatic program of the department was given much emphasis during the season, and almost 16,000 participated in the activities sponsored by the department. The two outstanding events were the story-telling festival and the story book pageant. The festival attracted nearly 3,000 children. Stories from foreign countries, tales of early American Indian life, adventure and ghost stories featured the week's program. Eight girls who had previous dramatic training at the University of Illinois volunteered their services for this activity. As a result, story-telling had a definite part of the daily program on each playground.

The story book pageant was the closing event of the summer's program, and more



than 300 children representing all the playgrounds composed the cast. This was the first outdoor pageant ever produced by the children of the city, and it furnished an opportunity for mass effects in dancing, pantomime and pageantry which were colorful and impressive. The event attracted 4,000 spectators from Danville and the surrounding territory.

In June we experimented with amateur hour nights. So popular did these events become that before the summer was half over each playground had a scheduled night for its program. The various amateur contest winners throughout the summer were taken as a troupe to the Veterans Administration Facility for disabled soldiers, and a program lasting about an hour and a half was given as a part of the Recreation Department's service to shut-ins.

City-Wide Music. The community and playground orchestra, organized as a city-wide group to provide expression for musicians of all ages, during the past year has been developed into a group capable of presenting classical works without approaching the more difficult symphonies. Since its organization a year ago it has appeared several times in public concerts. In the future it is expected to develop into one of the outstanding

music organizations of the department and to fill a real need for this type of organization in the musical life of the city.

A dance orchestra has been organized which plays for the weekly dances in each park pavilion. The members of this group are paid by WPA funds. The orchestra plays popular music during the summer and square dance music in the community centers during the winter months.

Community singing proved one of the most popular activities of the evening program. A schedule was arranged through which each playground was visited during the week. The department rented lantern slides which made it possible for everyone to read the verse and chorus of each song shown on the moving picture screen. As many as 300 people came together on a single night to sing old songs and the popular tunes of the day. This was one of the most enjoyable activities sponsored on the playgrounds.

The most outstanding musical feature of the summer was the series of outdoor Sunday afternoon civic concerts. Local musicians, including bands, orchestras, vocalists and groups of entertainers, were heard at different times throughout the summer. The department's sound system and a large traveling stage made it possible for each

program to be well presented. The average attendance of these programs was 2,500 people, and the total participation in musical activities during the summer months was over 28,000.

Arts and Crafts. Realizing that man is a skill hungry animal, the Recreation Department has made every effort to provide varied handcraft projects to attract the individuals coming to the playgrounds. Such special activities as the lantern parade, playground circus parade and pageants provided a great variety of projects for all who were interested in the craft program. Nearly 500 children worked more than three weeks in order to have lanterns, floats or costumes appearing in the public lantern parade held during June. Approximately 1,000 children took an active part in creating bears, elephants, wild cats and other animals which made up a major part of the circus parade. All the hobby horses, flowered hoops, wreaths and scenery were promoted as handcraft projects for the pageant presentation, and each child had an opportunity to take part in this vast stage production.

The craft shop, which made more than fifty grotesque heads for the circus parade, provided plenty of interest for the children who made costumes for the animals.

Recently the Recreation Department has started making puppets and marionettes on a large scale, and a great deal of time has been spent securing information on details of construction and play production. As a result of this study, a manual has been prepared containing much practical information. A hand puppet theater has been built and several plays nearly completed. In the near future we shall have a good sized marionette stage built which will be used in entertaining school and church groups, hospitals and children's homes. This is another phase of our shut-in service which has been developed during the past year.

Special Events. In order that the Recreation Department might prove its value to citizens of Danville, a very extensive program was planned for the summer playground season. The general public before it will accept new ideas must have an opportunity to see the beneficial results which are possible. Recreation, therefore, has been made a product for sale to Danville. It needed newspaper publicity and pictures, but most of all it needed demonstration. Conscious of this, the Recreation Department provided a special activity each week. The combined effect of these events has been very

helpful in selling our product. We held a wading pool carnival, a wheel week, patriotic week, music week, a pet and hobby show, a lantern parade, a playground circus, pageants and tournaments. Each event included a very large percentage of the children attending the playground. It was hoped that through stimulating the child's interest we could reach the parents and citizens of the city.

Cooperation

Whether or not we have accomplished all our objectives may be a question, but we do know that we have had the finest and most generous cooperation from business men, newspapers, parents and service clubs in promoting our activities. The present city administration has encouraged universal cooperation among all such departments to the end that the Recreation Department might most effectively and economically serve community needs. Outstanding cooperation was given by the Park Department and the Mayor, and through their generosity we were not only provided with areas on which to conduct activities, but we have always been able to secure advice and counsel in carrying out our special programs. The city library has been especial helpful in helping us organize our story-telling, music and other cultural activities. The Police Department has always been ready to assist us in our parades and special events, while the Fire Department aided us in promoting street showers.

Most gratifying of all were the interest and approval shown by the City Council when it provided approximately \$8,000 to be used for recreation and leisure time activities.

Danville is now recreation conscious, and the summer's playground program with its demonstrations and special events played an indispensable part in bringing about this state of mind.

"We have studied statistics on crime. We know its extent, something of its cost, but we have thought of it as a faraway problem. We haven't faced what we can do about it in our own communities. Most communities have factors which aggravate the problem. Conditions which predispose to crime, such as bad housing, lack of recreational facilities, false standards of values, warp the lives of scores of our young people even when they do not push them over into crime."
—Paul W. Garrett.

World Congress for Leisure Time

Hamburg, Germany

July 23-30, 1936

and

Recreation

THE WORLD CONGRESS for Leisure Time and Recreation opened in Hamburg, Germany, with an impressive ceremony. Dr. Robert Ley, the head of the Deutschen Arbeitsfront, was elected president of the general committee.

During the Congress there were general meetings and also sessions of working committees. There were also many outside demonstrations and much general entertainment. The folk plays and festivals were delightful. The newly-opened exhibition hall illustrating the native crafts and arts was most attractive. There were exceedingly interesting mass demonstrations. A huge parade of groups from all over Germany and of representatives from some of the visiting nations was held on Sunday. More than three hours were required for the parade to pass. Many of the participants were dressed in their native costumes and illustrated products and arts of their communities.

Working Sessions

The working sessions of the Congress were divided into seven parts:

- I. The social problem: public and private initiative. The political and economic significance.
- II. The character of the recreation movement and the forms its organization assumes.
- III. The question of situation—factory and housing. The influence of beauty in his working surroundings on the man and his home culture.
- IV. The week-end. Holidays and recreation. The value of physical culture for the working man.
- V. The women's leisure time.
- VI. Leisure time for children and young people.
- VII. The fundamental relation between leisure and work. The influence of work on art and culture. The relations between work and national culture. People's education, traditional customs and creative amateurism.

These seven working sessions were arranged so that every one could participate. Opportunity was given for each person to visit labor camps, factories, youth hostels. The play festivals held in connection with the Congress were especially interesting to every one.

The general subjects were translated by telephone and were instructive to all. Nothing was left undone to assure the delegates of a heartfelt welcome and to provide for their comfort and convenience. The housing of the delegates was carefully provided for. There were several hun-

dreds of interpreters ready to aid the foreign delegates and in the Congress hall a special ear phone system was installed for the use of the foreign delegates so that each delegate could listen to a translation in his own language. Free transportation on street railways, bus lines and boat lines was made available. A fleet of motor cars was at all times at the disposal of the delegates to take them from their hotels to the various places of meetings.

Demonstrations and Exhibits

There was a model playground for the children and several different centers in the form of amphitheaters that provided for the demonstration of activities. One area of the park, known as the "Platz des Handwerks," was devoted to examples of model homes with little gardens for people of low incomes. Several European countries have placed great emphasis on the home as the center of recreation activities. Every effort has been made to see that the families of working people have opportunities for gardens. A distinguishing feature of the Congress was the extent to which recreation activities were actually demonstrated.

Individuals from about fifty nations were present at the Congress. Among the fifty nations were: The United Kingdom (England, Wales, Scotland, North Ireland), The Irish Free State, Belgium, Netherlands, France, Luxemburg, Switzerland, Italy, Greece, Portugal, Spain, Turkey, Roumania, Bulgaria, Czechoslovakia, Poland, Finland, Norway, Sweden, Denmark, Austria, Australia, China, Chili, Argentine, Guatemala.

During the mornings of the first three days of the Congress plenary sessions were held in the Music Hall. The forenoons of the last three days were devoted to meetings of the various committees into which the Congress was divided for the more intimate discussion of different problems. In general the afternoons and evenings were devoted to demonstrations, inspection of exhibits and of parks and recreation facilities in the city. The demonstrations included calisthenics, gymnastics, games, dances, drama, handcraft, model airplane flying, camping. Throughout the Congress there was emphasis upon joy and happiness.

It was decided to hold the next meeting in Rome in 1938.

Nature Study as a Hobby

By

WILLIAM L. LLOYD

TO LEARN early in life to be actively interested in many things, but particularly in some particular thing as a hobby, is of the utmost value. One is then never at a loss for something to occupy his leisure enjoyably.

Nature as a hobby heads the list because it demands enough outdoor exercise, together with a goodly amount of indoor work, to make a balanced recreation, but is elastic enough to fit any condition. Such a hobby can be followed from childhood to old age with equal pleasure and benefit. Nature is ready to serve you in any part of the world, at any season of the year and at any time of day or night.

One day I was examining the shaggy bark of a tree for moth chrysalids when I observed a spider web with the remains of a moth enmeshed in it, and just below was the apparently equally dried skin of another moth which had lodged in a crevice in the bark. I poked it and to my surprise it unfolded its wrinkled wings, straightened its twisted, misshapen body and flew away. Since then I have watched many spider webs and searched many books for a clue as to the identity of that moth, but so far I have received no help. The moth had deliberately taken that form to fool its enemies into thinking it a poor substitute for a meal.

What thrill can be greater to a child than to witness the emergence of a beautiful butterfly from its chrysalid and to see the unfolding of its handsome wings? You may be collecting shells or flowers, or studying minerals or fossils, and find a specimen new to you, one that you may have seen in some other collection or heard or read about. The pleasure of such a find is never forgotten.

Suppose you are studying the stars and one night you discover for yourself a new star or an

Dr. Lloyd is a naturalist associated with the Los Angeles Playground and Recreation Department in the unique position of official "hobbyist." It is his responsibility to help people with their hobbies; to iron out any difficulty which may arise in the pursuit of a hobby; to stimulate interest in nature study; to assist Boy Scouts, Girl Scouts and similar organizations in acquiring merit badges in nature work; to aid leaders of these groups and in every way possible to encourage an interest in nature.

old one that, owing to the changing seasons, has disappeared for a time; but this night it appears according to schedule like an old friend after a long absence who has written he will return on a certain train. The train arrives, there is a moment of suspense, and then he appears on time as he promised. Such thrills are equal or greater than the most exciting you can imagine from any movie or mystery story and many times better for you in every way.

A Marine Museum

The Los Angeles Playground and Recreation Department realizes the value of nature as a hobby and is organizing classes to aid in the promotion of the program. To further the work the Department has created a museum at the Cabrillo Beach Playground. This museum contains most of the common shells to be found on the Southern California beaches, and many of the rare ones, arranged so that they may be easily identified. It contains many of the chitons, starfish, sea urchins, sea cucumbers and many other of the lower forms of life to be found in our tidepools and in the sand of our shore. We have many birds also, most of which were found dead or dying upon our beaches. These have been mounted, many in habitat groups showing their natural surroundings. It is our desire to have a complete list of edible fish as listed by the Fish and Game Commission mounted for public study.

The museum is open daily, including Sunday, from 9:00 A. M. to 5:00 P. M. It has been built up with gifts, mostly the contributions of its many visitors and friends. A shell here, a fish brought in by a fisherman, a bird found dead upon the beach—and so the gifts pile up. To each of these the donor's name is attached by means of a label. A few of our friends have had collections to contribute, both large and small, and these have helped greatly.

During the last six months of 1935 we had about 50,000 visitors. Many of the visitors come for the definite purpose of receiving aid of some kind. A lady from Iowa wants to take a few shells home and desires to know something of their history and what they are called. A man is collecting Western shells to take to a settlement museum in Brooklyn, New York, and he wants the shells named. If I am at a playground or for some reason am called away from the museum, there is an assistant willing and anxious to help each visitor with his nature problems.

We also have classes in nature study at several of the playgrounds where one may take up any phase of the work in which he is interested. The classes are for children and adults.

An Appeal to Parents

Many parents think that a natural history hobby is expensive, too expensive for their children to indulge in. They may start a collection of shells but they do nothing more with them than to pile them in a box. Let me assure you that nature hobbies need not cost much, although one may spend as much as he desires. It is an important part of our work to teach methods of collecting, preserving and arranging to bring out all the beauty in the specimen, for the enjoyment of the individual and of his friends, at little or no cost. We are experimenting all the while to improve the appearance of the collection and at the same time to bring the cost down.

To the parents of children who may be interested in natural history, particularly the mothers, I make this appeal. If your child is interested in nature, take every opportunity to encourage him in that interest. I do not know of anything you can do that will be of more lasting benefit to him throughout life than to encourage his interest in natural history, or to de-

velop an interest if it does not actively exist. For all children are instinctively close to nature and a little encouragement will develop that interest into a habit, a hobby. It is most discouraging to a child who has become interested in making a collection of shells, to have them thrown away by his mother while cleaning house!

It takes a lot of courage for a child to overcome such discouragements and handicaps and keep up an interest long enough to form the necessary habit. I have in mind one boy who is doing fine work. One day I visited him to see his collection. The boy is so enthusiastic and does such good work that I had pictured his home conditions as giving him every encouragement. What was my surprise to have him take me to an open space under the house where he was obliged to do the work and keep his collection! Few have courage to continue in the face of such odds.

I fully realize that many families are crowded into apartments and small houses, but just a little help and sympathy will do so much for a child. Some little nook or corner can be found which he can feel is his, a place where his work will be respected and a little interest taken in it. It will cost so little in time and effort to do this and the dividends are very large.

The fear which many people have at seeing a caterpillar, a spider or a snake, can be lost with a little proper training. I do not mean that the children should be encouraged to handle snakes, spiders or insects, or even worms, promiscuously. Let us remove this unreasoning fear toward such

creatures and in its stead develop a wholesome respect for the lives around us. Teach the children to handle with care any creature which they do not understand, or refrain from handling it at all until such time as they learn its habits and modes of life.

(Continued on page 374)



Recreational Reading

By AMY LOVEMAN

RECREATION is, indeed, so much a matter of personal taste that to prescribe reading for the purpose is a matter of infinite perplexity. Anything may be recreation if it happens to fall in with the slant of mind of an individual, from an abstruse treatise on integral calculus to a cookbook. But, I suppose, what L. S. R. has specifically in mind is such books as are likely to divert a variety of persons under a variety of circumstances—the business man, the professional worker, the housewife, the invalid, anyone who either through enforced idleness or in brief intervals of relaxation seeks entertainment and amusement. I don't know how L. S. R. expects to handle her topic, whether it is to be disposed of in one meeting or whether it is to serve as subject for several, and I should think that just what she does with it would have to depend largely upon the time at her command. But if, as seems possible from her letter, she has to present a covering paper, I should think her best way of attacking her subject would be to adjust it to her particular audience and offer such a list of reading as would fall in with the activities or interests of those who compose it.

It's a fairly safe guess to suppose that the generality of persons turn for recreation in reading to fiction, biography, or history—especially to the first two categories. It's likely, too, that the person who is reading for recreation is spasmodic in his tastes, and that a list prepared for him need have little unity of theme. It's the person who is reading for a purpose who follows along definite lines, and who, starting with a biography of Marie Antoinette, would follow it up with a history of the French Revolution, and slide from that into a life of Napoleon and possibly to a *Sanfelice*. Your recreational reader will be content to read

We are indebted to the *Saturday Review of Literature* for permission to use this article, written in reply to the following inquiry from L. S. R. of Jamestown, Pennsylvania: "In September I have a paper to prepare for a Study Club on recreational reading. I realize a list of this kind would depend largely on one's personal tastes, and I would like suggestions on how to present such a list, and what books are to be recommended."

Marcia Davenport's *Mozart* (Scribners) and skip from that to Lytton Strachey's *Queen Victoria* (Harcourt, Brace), and from that, without turning a hair, to Don Marquis' *Archy and Mehitabel* (Doubleday, Doran).

For pure, unadulterated recreation, for the reading that is absorbing and completely removed from the suspicion of moral purpose, give me the detective story.

Here are all the elements of

diversion. A story which exerts in maturity the sort of fascination which the fairy story did in youth, which for most of us lies as completely outside the realm of our experience as did that other, in which we can vicariously live a life of danger and excitement and match our wits against the wits of the author as well as of his characters—here is true relaxation. Conan Doyle, Dorothy Sayers, Freeman Wills Crofts, Austin Freeman, Van Dine, Marjorie Allingham, and a host of other writers of the mystery story are names to place on L. S. R.'s list.

And still, now that I have put them there I am sorry that I did not begin with a far different type of reading, for after all what could be better recreation than rereading the classics of literature, the great works which yield fresh delight on every return to them? Only last month I employed some of the leisure hours of the first vacation from enforced reading that I have had in a long time in rereading (for the how manyeth time I cannot say), *Pride and Prejudice*, *Emma*, and *Persuasion*, and I know of no better prescription for recreation. So perhaps L. S. R. should begin her paper by counselling her club to return to those works which have been loved in the past. dwell in memory fondly, and yield unexpected delight by the rediscovery of half-forgotten details.

But to come down to present days. There are the many volumes of which our friends are always talking with enthusiasm, the graceful stories or the humorous ones, or the charmingly sentimental, or the piquant, books all of us mean to read when they appear and under the stress of daily routine find no leisure for. They are excellent selections for the hours of relaxation—such books as “Elizabeth’s” *The Enchanted April* (Doubleday, Doran) or Margaret Kennedy’s *The Constant Nymph* (Doubleday, Doran), or J. B. Priestley’s *The Good Companions* (Harpers), or any of Ellen Glasgow’s novels (whose wit and penetration place them in the front rank of contemporary fiction), or some of Willa Cather’s, or A. P. Herbert’s *The Water Gypsies* (Doubleday, Doran), or—But what’s the use? The further I go the more involved I get, for any good book is good for recreational reading, and I feel as if I could go on almost at random naming novels by H. G. Wells, and Galsworthy, and Conrad, and Sigrid Undset’s *Kristin Lavransdatter* (Knopf), and George Cronyn’s *The Fool of Venus* (Covici-Friede), and the just issued *Gone with the Wind* (Macmillan), by Margaret Mitchell.

Of course for many a person there is no better recreational reading than travel. This is the true escape literature, for here, with the aid of imagination, one can be transported to realms of wonder, see a *Magic Island* (Harcourt, Brace), with W. B. Seabrook, walk again the streets of the Eternal City through the *Roman Pictures* (Scribners), of Percy Lubbock, wander among the people of Jugo-Slavia in Louis Adamic’s *The Native’s Return* (Harpers), or know the fascination of the South American wilderness through William Beebe’s *Jungle Peace* (Holt). A copy of Baedeker can be the most delightful recreational reading in the world arousing as it does memories of lands and places seen in the past, or gilding the lily of anticipation by its descriptions of as yet unvisited scenes. Every man to his taste. Those who love adventure can get it from such works as Fleming’s *Brazilian Adventure* (Scribners), or Negley Farson’s *The Way of a Transgressor* (Harcourt, Brace), or Vincent Sheean’s *Personal History* (Doubleday, Doran). Those who want more gentle experience can turn to such a record as the just published *A Long Retrospect* (Oxford University Press), by F. Anstey, or one of the many other reminiscences of Victorian days.

Finally, L. S. R. will have no trouble in selecting from recent biographical studies any number

that will appeal to her club—such books as Edith Sitwell’s just published life of Queen Victoria (Houghton Mifflin), as Stefan Zweig’s *Marie Antoinette* (Viking), Elswyth Thane’s *The Young Disraeli* (Harcourt, Brace), which is nearer biography than the fiction it ostensibly is, or, to turn to a different sort of memoir, Edith Wharton’s *A Backward Glance* (Appleton-Century), Margaret Winthrop Chanler’s *Roman Spring* (Little, Brown), or Anne Morrow Lindbergh’s *North to the Orient* (Harcourt, Brace).

But, as I said before, what’s the use? Anything is recreational reading. I can imagine a worse fate than to be left with the Countess Morphy’s *Recipes of All Nations* (Wise), or Fowler’s *Handbook of English Usage* (Oxford University Press). In fact I can’t think of any happier volume to which one could turn for recreational reading than the last-named work of scholarship.

“We need to be reminded every day how many are the books of inimitable glory which, with all our eagerness after reading, we have never taken in our hands. It will astonish most of us to find how much of our very industry is given to the books which leave no mark, how often we rake in the litter of the printing press whilst a crown of gold and rubies is offered us in vain.”—*Frederic Harrison in Choice of Books.*

“When one considers how reading seeps in through all the cracks and crannies of our days, what power there is in books to determine our views of life, and how cheaply these possibilities lie at every man’s hand, it is plain that the quality of a man’s reading is one of his foremost responsibilities.”—*Harry Emerson Fosdick in Twelve Tests of Character.*

“Many forces strain at the family tie; there are not so many things as there were in simpler times that parents and children can do together. But families that read together have formed one tie that lasts as long as letters can carry the familiar family words—‘I’ve just been reading.’ It is worth while for an American home to form such a habit while the children are young.”—*May Lamberton Becker.*

“Many books deserve careful preservation because of the priceless heritage they represent. But books need more than preservation; they need use.”—*Antioch Notes.*

WORLD AT PLAY

When Gardens Go Traveling

A SIX-TON trellised-covered trailer, with tiers of flowers, interesting plants and garden implements, all identified by their proper names and uses, and other reminders of country life, last summer traveled from playground to playground in New York City under the auspices of the Park Department. The traveling gardens are a sequel to the Park Department's traveling farmyard which toured the park playgrounds during the spring. The exhibits remained at each playground from one to two days, and then moved on to the next. The trailer has a platform and steps on each side, and in it are more than one hundred different plants, including marigolds, blackeyed susans, fuchsias, forget-me-nots, petunias, roses, cotton, peanut plants and tobacco. In a special glass enclosure there is a poison-ivy plant, with the warning, "Know it when you see it—notice the three leaves." The display of garden tools with their identification occupies the rear end of the trailer. On the front end is a folding table containing an exhibit of frogs, toads, turtles, harmless garter snakes and insects, all identified. When the trailer is moved and the table folded the space beneath the tiers of plants is used to house part of the exhibit at night.

Behind the Scenes

ON July 17th, in Rockefeller Center, New York City, a WPA exhibit was opened known as "Backstage in Child Welfare." The exhibition was planned to give laymen a glimpse of what is being done for New York's children. Photographs and posters showed how children are shown modeling, painting and handicraft. Marionette-making, a secret guarded by professional puppeteers for centuries, was revealed in models showing each stage of construction from the moulding of the head to costuming. Among the completed marionettes fashioned by the children were a Congo tribe, the White Queen, Daniel Boone, Laurel and Hardy, a dragon and a giraffe. Each day groups of children from the settlements and recreation centers demonstrated the making of puppets. Puppet shows were given

daily during the week of the exhibition. On the afternoon of July 17th a performance of "How the Little Pigs' House Caught Fire" was given. Textiles designed and decorated by children of the Educational Alliance Settlement House and landscapes and portraits painted by children under the WPA Federal Arts Project were also exhibited.

Summer Bands in Pasadena

MASSED bands were a feature of the program conducted last summer by the Pasadena Department of Recreation in cooperation with the Director of Music of the City Schools. The purpose of the bands, which were open to boys and girls, men and women, was to give instruction in music and to present programs during the summer vacation. Weekly concerts were presented each Thursday at Memorial Park. The program included ensembles, musical novelties, drum sections, wood wind quartettes, brass instrument quartettes, trombone quartettes and solos.

A Dance Council in California

NORTHERN California boasts of a Dance Council which has grown in two years from an idea to an organization of more than 100 members, representative of approximately twenty groups in the Bay Region. It has four major achievements to its credit: a lecture-demonstration series, a festival, a concert series and a workshop project. The headquarters of the Council are 2361 Play Street, San Francisco.

Blocks For the Sand Box

SCRAP materials from the workshop of the Public Recreation Commission of Cincinnati are being used to make blocks and simple toys and articles of various sizes and designs, such as paddles and flat blocks with handles resembling carpenter planes. "It has been our experience," writes Mr. Robert E. Coady, Supervisor of Playgrounds, "that the children of our many playgrounds greatly enjoy playing in the sand boxes with these blocks."

Recreation in France—As reported in the *London Times*, states *School and Society* for July 4th, the new French Government proposes to bring in a bill to raise the school-leaving age from 13 to 14 years. Three women under-secretaries will serve in the Ministry. There is also an under-secretaryship for sports and leisure, which will occupy itself with many questions affecting schools. M. Leo Lagrange, who has been appointed to the post, has been a football player and among his intentions appears to be that of creating new sports grounds, especially in the smaller towns.

Lake Acreage in Palisades Interstate Park—Since the establishment in 1910 of the Harriman and Bear Mountain sections of the Palisades Interstate Park, there has been a notable increase in the number of lakes and ponds. Including the project now under way and in various stages of completion, the lakes and ponds in the part of the Highlands of the Hudson and the Northern Ramapo Mountains embraced by the park have increased from 13 to 36, and the total acreage of water surfaces more than six times. Since 1932 as a project at first of the New York State terra, later of the Federal Civil Works and Works Progress Administrations, there have been built or are in process of completion twelve newly flooded lakes and lake sites. Water surfaces now cover 5% of the total extent of the Bear Mountain and Harriman sections of 42,500 acres.

An Amateur Barber Shop Quartet Contest—The sponsoring of an amateur barber shop quartet contest was one of the activities last summer of the Westchester County Recreation Commission. Elimination contests were held in various parts of the county under the following rules: The contest was open to basses, baritones and first and second male tenors who were not professional singers. There were no age limits. Contestants were required to sing two songs, the first from a designated list, the second, any song written before 1905 and selected by the quartets themselves. Contestants were permitted to appear in costume if they desired, but all members of the quartet must be dressed alike. Another requirement was that the song must be completed within six minutes. Judging was on the following basis: Tone, Rhythm, Musical Technique, and Harmony, 60 points; Interpretation, Expression and Phrasing, 30 points; Appearance, costumes

being considered, 10 points. The finals of the contest were held on the The Mall in Central Park, New York City, in September.

An Exhibit at Shreveport—Nature study and handcraft instructors on the playground of Shreveport, Louisiana, worked throughout the season toward a display at the closing of the summer program. The exhibit was held at the City Auditorium for three or four days, and was open from seven until ten-thirty each day. Every night from eight to nine there was a special program provided by three or four of the parks. These programs consisted of dancing, singing, quartets and gymnastics. The florist cooperated by sending flowers and stage decorations, while the taxidermists supplied stuffed birds and animals to illustrate the nature work. On the opening night the Mayor made an address. This was followed by the children's program.

The Leisure Time of High School Students—The June 27th issue of *School and Society* tells of a study made of the leisure-time attitudes and activities of students in eleven Illinois and eleven Georgia high schools, ranging in size from 90 to 650 students and distributed widely over the two states. Certain general conclusions seem justified from the study. Georgia students spend more time in attending athletic events, movies, dances and religious services than do Illinois students, and less in reading. "The important differences regarding radio programs" states the report, "are between sexes rather than between states. On the whole, the type of program which ranks high in interest, except music and perhaps drama among girls and world news among boys, relate to the more transient and superficial aspects of civilization. Radio interests are apparently determined mainly by non-school influences. Whether curriculum content or radio use in school could constructively modify student interest in programs is an item worth further consideration."

Kiwanians Give Pool to City—The Kiwanians of Pontiac, Michigan, have presented to the city a wading pool. The pool is of concrete with a basin slanting from a depth of four inches at one end to eight inches at the other. It is 30 by 60 feet in size with a single spray head located at the center. This is the first of a number of pools which the Kiwanians plan to provide.

Among Our Folks

CLYDE DOYLE, Chairman of the Recreation Commission of Long Beach, California, has received an award for outstanding civic service. For many years Mr. Doyle, a public-spirited citizen, has been the lay head of the recreation program in Long Beach and has given distinguished service.

At the final banquet of the Boys' Exposition held in New York in June, a medal was presented to Lee F. Hanmer of the Russell Sage Foundation for "outstanding service to boyhood." Dr. C. Ward Crampton made the presentation.

Sophie Fishback, formerly Superintendent of Recreation at Lakewood, Ohio, has become director of the Girls' League of Pittsfield, Massachusetts.

Mark Cowen, who for a number of years has been Director of Playgrounds in Roanoke, Virginia, has been made Director of Parks and Recreation.

Harry F. Glore of the Public Recreation Commission of Cincinnati, Ohio, has been made Recreation Supervisor of Music for the Commission, beginning July 1st.

"The Spirit of Recreation"—Approximately 20,000 people witnessed the pageant, "The Spirit of Recreation," presented by the Bureau of Recreation of Pittsburgh, Pennsylvania, as the final event of the summer playground season. The pageant was written by Haydn Bodycombe to depict the activities of the Bureau of Recreation.

"Little Simon's Great Adventure"—The joy that the lonely hero of Detroit's playground pageant found when playmates came to play games with him was reflected in the faces of the 3,500 children from 100 of the city's playgrounds who for nearly two hours delighted an audience of 10,000 parents and friends at Detroit's Belle Isle Park on August 27th. For the nineteenth successive year the Playground Department closed its summer season with a city-wide pageant full of music, color and action. "Little Simon's Great Adventure" told of the boy living alone with an aged grandfather and gardener and grown weary of the companionship of only flowers and insects. His fairy friends and the four winds took him to the seashore where Neptune brought billowing waves in scarf dances and pearly shells to amuse him, though without success. Then the playmates

Magazines and Pamphlets

(Recently Received Containing Articles
of Interest to the Recreation Worker)

MAGAZINES

Leisure, August 1936

Making Wooden Gift Boxes, by Walter P. Thurber
The World at Leisure, Italy, by Dr. Louis L. Snyder
Outdoor Opera in St. Louis Brings Culture to Leisure Hours, by Harry F. Wild
The New Leisure, by Eduard C. Lindeman

Hygeia, September 1936

The Play Way to Health and Long Life, by Calvin T. Ryan

The Kiwanis Magazine, September 1936

Bird Study as a Hobby, by Detlof B. Nelson

Young Executive, September 1936

The Hobby That Suits You Best, by Carl J. Nickel

Leisure, September 1936

Walking—A Healthful Pastime, by C. E. Rauch
An Entertainment Survey, by Clifford Parcher
Training Enrollees in the Proper Use of Leisure, by Howard W. Oxley
The World at Leisure—Czecho-Slovakia, by Dr. Louis L. Snyder
Community Organization for Leisure, by Howard L. White
The Professional in Leisure Time Education and Recreation, by Harold D. Meyer

Parks and Recreation, September 1936

Slides A La Carte!
A Remarkable Meeting—Second International Congress at Hamburg, by L. H. Weir
A Year with the Recreation Division—Chicago Park District

The Journal of Health and Physical Education,

September 1936

Play as a Means of Social Adjustment, by Neva L. Boyd
Alabama Annual State-Wide Play Day, by Elsa Schneider.
The Corrective Value of Swimming, by Hope Tisdale

PAMPHLETS

Proceedings of the Fifty-eighth Annual Conference of American Library Association

Bulletin of the American Library Association, August 1936

Here Are Forests—Their Relation to Human Progress in the Age of Power, by Martha Bensley Bruere.

Forest Service, U. S. Department of Agriculture. Price \$.10

The Twenty-fifth Annual Meeting of the National Council of the Boy Scouts of America

Summer Playgrounds—A Guide Book for the Municipal Playgrounds of Albany, N. Y.

A Handbook for Recreation Leaders

Recreation Department, Oakland, California

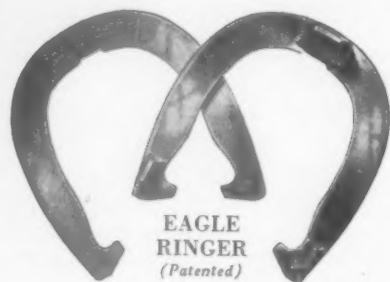
The National Playing Fields Association of England—Annual Report 1935-36

Oakland, California—Report of the Board of Playground Directors 1935-36

16th Annual Report of the Superintendent of Public Recreation, Reading, Pennsylvania, 1935

Westchester Workshop 1936-1937

Westchester County Center, White Plains, N. Y.



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came, and the singing games of the playground were so successful that even the grandfather and the gardener took part in the final scene!

An interesting feature of the Detroit pageants is that all of the children participating enter in a procession at the start and sit on the grounds in front of the audience during the entire action. This year they all sang at four points in the pageant, and each group was in a position to enjoy and applaud the dances and activities in which all the others took part.

A Playground to Be King's Memorial—Queen Mary of England, it is reported, favors a spacious children's playground in the heart of London as a memorial for the late King George who was always troubled at seeing children forced to play in the streets because of lack of recreation facilities in public parks.

A Study of Leisure Time Activities of High School Girls—Junior and Senior High School girls of Reading, Pennsylvania, reported on their leisure time activities in an interesting study made

by Edna M. McDowell, teacher of physical education in the Senior High School. As a result of information secured through the questionnaire distributed to 720 Junior High School and 720 Senior High School girls, "High Ten" tables have been arranged according to ranking in frequency of checks under five items in the questionnaire as follows: "Once in a While" Participation; "Frequent" Participation; "More Than Previous Years"; "Less Than Previous Years"; "Would Enjoy Doing (or Doing More)." Seventy-five activities were included in the questionnaire under the headings "Activities In Or Around the Home" and "Activities Outside the Home."

Monroe County's Play Festival—The Recreation Council of Monroe County, New York, last spring held a folk festival attended by 300 people. It was the first effort of the Council to revive the spirit of the old festival, and the group singing and dancing introduced met with splendid success. At the end of the program a caller urged everyone to take part in the square dances, which proved unusually popular.

Conservation of Wild Flowers—The conservation of wild flowers has become one of the most interesting activities of the Civilian Conservation Corps in a number of states. Under the direction of the National Park Service, care is being taken to conserve the wild flowers which in so many parts of the country form one of the major attractions for visitors to state parks. Protective measures used include the prevention of grazing, the removal of fire hazards and the proper construction of trails. Further protection is provided by strict rules for campers and picnickers. Educational campaigns are being conducted in a number of states. In Texas, for example, a four-day wild flower festival has been held.

Boys and Crime—"Boys and Crime" was the topic discussed at the first luncheon of the Boys' Exposition which opened in New York on June 1st. Among the facts presented by the New York City Crime Prevention Bureau were the following:

"Over 2,000,000 youths under 21 years of age live in New York City.

"Only 500,000 youths are being reached by character-building programs.

"In 1935—23,774 youths under 20 years of age were arrested or an average of 65 per day.

"During 1935—4,483 youths under 16 years of age were arrested or an average of 13 per day.

"Estimated cost of crime in New York City per year is 600 million dollars or \$120.00 per year per person.

"No more than \$4,000,000 is spent by all private and public agencies related to crime prevention."

A Fourth of July Pageant in Ann Arbor — More than 4,000 spectators witnessed the Fourth of July pageant presented by the playground children of Ann Arbor, Michigan, assisted by adult organizations. The drum and bugle corps of the American Legion presented a drill and played during the evening, and groups of plantation melodies and patriotic songs were sung by a Negro double quartet. An orchestra of forty adults also participated in the program. Pantomime and speaking parts were used to depict historical events occurring since the signing of the Declaration of Independence. The pageant showed not only the significance of the Declaration, but also the integration of foreign groups into the life

of this country, introducing dances of groups representing foreign lands.

Vacant Lot Playgrounds in Chicago — One thousand city lots have been set aside in Chicago this summer for vacation playgrounds. These supplement the 220 recreational centers conducted by the Park District, and cover the city in a comprehensive net work touching seventy-five neighborhood communities.

Recreation and Juvenile Delinquency — A study of recreational facilities in Dutchess County, New York, embracing a population of 100,000, is being completed at Vassar College, according to the Delinquency News Letter issued by the Michigan Juvenile Delinquency Information Service. Rural districts, villages and cities are included, and already one general conclusion is apparent, namely, that in all districts facilities are least where they are most needed. In Poughkeepsie, bordering on the Hudson River docks, where there are no recreation facilities, there is a delinquency rate of 2.7%. In the most favored district delinquency

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Dept. R **Ann Arbor, Michigan**

is not a problem, and here are found the boys and girls making up the memberships of such organizations as the Boy Scouts, the Girl Scouts, the Y.M.C.A. and Y.W.C.A. In Pine Plains, where there is a community recreation committee, there is no delinquency. In Hopewell Junction, where efforts to organize youth activities have failed, the delinquency rate is high.

Picnics for Detroit's Children—Through a plan initiated in the summer of 1935 by the Associated Kiwanis Clubs of Detroit, the city's children enjoyed picnics at Bell Isle. This summer the nine Kiwanis Clubs cooperating in the venture doubled the number of boys and girls attending the picnics. They also extended the picnic period from six to eight weeks. The two buses rented by the Kiwanians transported different groups of young adventurers to the island four days each week. Sandwiches, milk and fresh fruit were supplied each noon by the clubs, and a recreation program was conducted each day under the leadership of the Department of Recreation.

The Jubilee Trust Aids Recreation—The first annual report of King George's Jubilee Trust shows that on March 31st receipts from donations

and various sources amounted to £1,031,023. The Trust was established by King Edward VIII while Prince of Wales, and is intended to help youth emerging from school. Clubs and brigades are formed under it and a program of outdoor recreation is aided by the establishment of camp sites, play fields, and facilities for hiking. Donations to the fund have come from all parts of the British Empire and the world.

A New County Park for Wisconsin—On September 5th, Brown County, Wisconsin, dedicated the T. A. Pamperin Park of 115 acres about five miles west of Green Bay. The park was made possible through the generosity of the man whose name it bears and whose boyhood home was only a few hundred feet away from the park. Mr. Pamperin has also donated hundreds of trees and supplied the funds for the erection of a pump house and watering system and other items. He has also given his services over a period of months directing the improvement work which has been carried on at the park by WPA laborers.

Nature Activities in Wisconsin—A rather extensive and rapid development of nature activities may be looked for in Wisconsin as the result of the enactment of a State law recently, which requires the public schools of the state to teach conservation. A State Conservation Commission has been created to direct the program.

Activities in Salt Lake City—The Salt Lake City, Utah, Recreation Department reports special centers for Japanese, Greek and Mexican children. In addition, there are special sketch clubs, handcraft classes, music, dramatic and kindergarten activities. The department is receiving splendid cooperation from the Federal Art and Music Projects and the National Youth Administration, and young men and young women assigned to the leadership projects were used very successfully in every type of activity. They served as officials in games and tournaments, supervised tennis courts, acted as playground assistants, repaired and maintained playground areas and equipment, designed and made costumes, prepared new softball fields, mimeographed bulletins, made special inventories, and participated in many other activities.

For Hallowe'en

"Fun Night without Rowdyism and Destruction" is the subtitle of *The Hallowe'en Handbook*, a mimeographed booklet which has been issued by the Minneapolis Hallowe'en Committee. Prepared as a project of the NYA, there are 66 pages of games, stunts, suggestions for parties large and small, and for decorations and refreshments. And there are ghost stories and other material which will provide Hallowe'en programs for years to come. A comprehensive bibliography is included. Copies of the booklet may be secured for twenty-five cents from the Minneapolis Hallowe'en Committee, Boys' Vocational High School, Minneapolis.

"The Land of Make Believe" — Oklahoma City's annual playground pageant this year was presented under the auspices of the park and school recreation divisions. The theme was "The Land of Make Believe," which provided the medium for interpreting various forms of recreation. Over 10,000 people jammed the stadium. Forty park policemen, thirty Boy Scouts and forty Camp Fire Girls assisted in handling the crowds and ushered at the grand stands. Almost 4,000 pieces of handcraft were exhibited.

Recreation for Old People—The Henry G. Stevens Library, 40 East Ferry Avenue, Detroit, Michigan, has issued a selected list of literature on recreation for the aged. Here is a service which other libraries may wish to emulate.

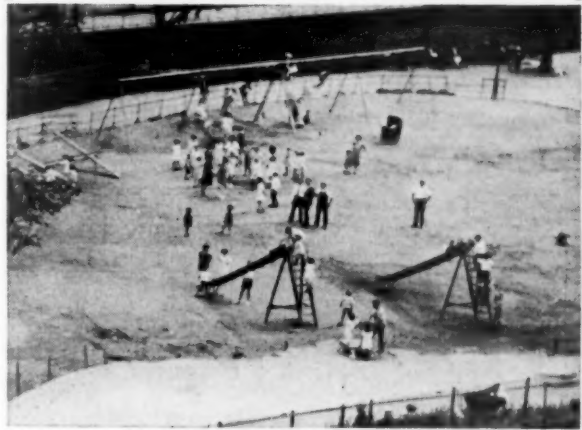
Revolutions—for What?

(Continued from page 333)

There Can Be a Better Order

There is a better order, a better unity, a better direction. It is implicit in the ideas which governed the foundation of this country, and from which we have lamentably departed. For this country was founded by philosophers, by men who sought valid and universal principles. They believed in the possibility of founding a community of free men. That freedom was to rest in a minimum of universal security. Jefferson, in an agricultural age, saw a nation of small landowners, of neighbors. Whitman, years later, envisaged "A city invincible to the attacks of the whole of the earth. The new city of friends." The methods of Jefferson are no longer applicable in a world of ma-

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chines. The dream is as valid as 150 years ago. That idea of community is not the idea of communism. Jefferson never saw society as an ant hill with every ant equal to every other ant. But he realized that democracy will never function in the long run, except on the basis of a universal minimum of security and a maximum of agreement.

There is a better conception of society than that of the ant hill or that of the regiment. It is the picture of society as an orchestra. It has leadership, it has unity, it has a purpose, but it also has piccolo players and a first violinist. It is a collective, whose power and beauty depend upon manifold activities; upon the highest possible development of very unequal individuals. And each individual is not demeaned by his participation in the collective, but vastly augmented and expanded by it. He is not regimented. He is cooperative. For he knows that the music of the world is not written for French horns, or for whole orchestras of French horns; it is not even written for solo violins. It is written for many instruments, for many voices.

If one conceives of society in this way, the phrases private enterprise vs. public enterprise;

working classes vs. management and which is now the symbol of corporate ownership; government vs. business, cease to have much meaning. The questions cease to be moral; they become technical. We shall ask ourselves not who has the *right* to do this, but who does it best? We shall take realistic criteria as our measuring rods. We shall more and more impress science into the management of our society. Science illumined has purpose.

And as for devils—we shall find them and fight them, in our hearts.

Do you think that all this is a dream? I do not think it is a dream. I believe that for such a society there is already a yearning, and already a will. I believe that in our universities men of knowledge and good will are seeking techniques and principles which may produce better programs than any we yet have. I know that all over the country industrialists are working alone and in groups at a revaluation of the principles upon which they have been operating. I know that in the ranks of labor are men who do not see the world as an irreconcilable struggle between hostile classes.

And for such a society, you who sit here have been preparing the way. Earlier than anyone else, you sensed that out of this no man, no child, must be allowed to fall. What are you keeping them for? For unemployment lines? For armies? Why your infinite patience with the weak, the unlucky, the incompetent, the unfortunate? Is it only pity that moves you? Only some vague bad conscience?

Or do you sense that you are holding the fort for tomorrow?

Tomorrow's Citizens

(Continued from page 336)

of daily living, bulwarked with the surroundings and occupations of youth. None of it is easy.

And hardest of all is to keep your faith in people and your love of people, all people. Yet that is the heart of our democracy as of our religion, and without that vision the people perish. We must not fail. The Community Chest will not fail.

The Federal Children's Theater in New York

(Continued from page 345)

A group of educators, headed by Dr. Lois Hayden Meek, director of the Child Development In-

stitute of Teachers College, are cooperating with the Children's Theater in the work they are doing, and are also helping them to study youthful responses to the performances—for *Emperor's New Clothes* and also for the second production, Dorothy Halpern's *The Horse Play*. The latter is aimed primarily at the youngest age group and will feature vaudeville and original music by A. Lehman Engle. It is expected to open shortly on the portable theaters in the parks, and then will be placed in the regular Children's Theater.

At present a large plan for juvenile stages is in the process of organization. A circuit of theatres for children is to be set up in all the boroughs—in theaters, wherever they are available, and in school auditoriums and settlement houses. Each play, after completing its run in a centrally located theater, will be sent out to these outlying districts. This will establish the first children's neighborhood theaters in this city.

Dearborn Dedicates Ford Field

(Continued from page 346)

A concert by the Dearborn Civic Orchestra was a feature of the program.

As the park is developed additional recreational facilities will be constructed such as tennis courts and other game courts, wading and swimming pools, and a community building. In making the gift it was stipulated by Mr. Ford that no admission fee should ever be charged for any event conducted in the park.

Securing the Use of Schools as Community Centers

(Continued from page 348)

for recreation purposes. During the fall of 1936 there will be a request on the part of several parents' associations for getting the full use of a school building in their locality for a community center.

Thus, through the creation of public sentiment for recreation and the cooperation of existing agencies within the community, the wider use of school buildings may become a reality.

Story Hours—and Story Hours!

(Continued from page 350)

A quiet, comfortable spot, if the hour is to be held out-of-doors, or as attractive a room as possible where the children can sit around on the ground or the floor in a semicircle, a low bench or chair for the story-teller so that she may be seen

Mobilization for Human Needs 1936



"If the Community Chest Movement has any justification of an ultimate sort, it is the justification which is found in King David's question when he asked: 'Is it well with the child?'"

Newton D. Baker

by all and yet be very near them—these little things mean much to the story-teller. Of course if there is a "Magic Corner" such as we described in the July issue of *RECREATION*, that is the perfect setting for the special story hour which should be held at least once a week, if possible. If this story hour has been planned to take place immediately following some physical activity, or a meal, or at an hour when it is too hot or rainy for exercise, it is a natural time for stories and better for the children, as well as for the story-teller.

In all my experience I have found the story hours most successful when the children are near the same age. Therefore, wherever this is practical I would suggest at least two divisions—five-to-eight-year olds, and nine-to-twelve-year olds. In this way almost all problems of discipline are quite naturally avoided. May I add, however, that when there are problems of discipline they should be handled by the director in charge and not left for the story-teller?

Encourage the children to play the stories, if not at once, as soon after hearing them as possible while the characters and movements are fresh in their minds. There are few satisfactions greater to a story-teller than to see her listeners act out the stories.

The story hour may mean much or little to the group. The director's attitude toward this or any other activity predetermines the reception it gets from the children. If you believe in story-telling—formal or informal—use it. If once you use it, I think you'll never want to lose it!

Texas Celebrates Its Hundredth Birthday

(Continued from page 353)

Snug Harbor, Staten Island, New York, an old before-the-mast sailor, used the sea chanteys as the work song of the sea, but the chantey has ceased to fill its original purpose as a work-song. With the coming of electricity, the need for them passed out. But the group from the Jib-Boom Club, New London, Connecticut, organized a number of years ago to keep alive the old sea chantey, was represented by Leo B. Reagan of New London, who came down with Captain Maitland to join the group of men from the Galveston Wharf Company to sing the old chanteys. While the younger group of men have never known these chanteys as work-songs, the songs in themselves have such distinct color and picture the old sailing days with such a tang of the sea that this group of younger men, interested in modern marine life, have dedicated themselves to carrying on the traditions of the old sailing days.

Oscar J. Fox, noted Texas composer from San Antonio, demonstrated what can be done with the original folk song, through simple arrangements, in the presentations of his own arrangements of *The Chisholm Trail*, *Home On the Range*, and *Old Paint*, sung by Nick Cramer of San Antonio and Miss Daisy Polk of Dallas and accompanied by Mr. Fox. One hundred Old Trail Drivers from San Antonio joined in with this group in singing the old songs used in their trail driving days. They did the old dances done by them each year at their reunions since the days when Texas was very young.

Artists or people interested in any kind of creative endeavor must have seen the possibilities of utilizing much of the material found on this program, because the folk arts are basic arts. Before we ever have a genuine culture in America or a truly creative nation, the interest in creative endeavor must not only touch the lives of the people of higher educational and artistic levels, but it must be so democratic that it will include people of every class.

Building a Bomber

(Continued from page 354)

door, one eye resting on the insulated portion, the other on the wood. After the assembly has advanced to this point, the door is placed in position and hinged at the juncture of the forward compartment wall by means of a supporting strip of wood, a piece of gauze and a little glue. The next

step is the covering of the exposed edges of the aperture at the rear of the compartment with aluminum tissue and the attaching of an eye on the far side of the opening, in line with the one on the door. The final operation consists of fastening a piece of narrow rubber band to the proper eye on the door and securing it to a forward part of the plane at an angle that will cause the door to clear the compartment opening the instant it is released. The opening of the door is controlled by the action of a fuse which is ignited shortly before the plane is released for a flight.

The Flight

In preparing the plane for a flight proceed as follows: Place the load in the compartment. Close the door and hold it in that position. Next attach a piece of chemically treated thread to the eye on the door, draw it taut and secure it to the eye on the opposite side of the opening. The door will now remain in a closed position and is ready for the fuse. A piece of fuse approximately one and a half inches long is then knotted to the thread and suspended in the center of the opening. The fuse is made of ordinary wrapping twine which has been immersed in a solution of nitrate of potash and permitted to dry. The thread used is subjected to the same chemical treatment. It is sometimes necessary to vary the length of the fuse; the proper length is easily determined by a test flight.

On different occasions under favorable weather conditions two of these planes have soared out of sight after having been relieved of their loads.

Nature Study as a Hobby

(Continued from page 362)

With a little coaching your child will learn which snakes are dangerous. By being freed from the unreasoning fear of them, he will be in a position to see and enjoy their beauty of color and line and their graceful motions. Tell him that the lizards, except the Gila Monster, are harmless. Lizards are beautiful creatures and do much good.

Teach your child not to handle spiders, but encourage him to watch a spider spinning its web, its habits, its markings and the many other interesting things in its life.

If you are not interested in nature yourself, assume an interest for your boy's sake, as you do in other subjects. Almost surely before you know it you will be as interested as he is.

New Publications in the Leisure Time Field

A Book of Puppetry

Edited by Felix Payant. Design Publishing Company, 20 South Third St., Columbus, Ohio. \$2.50.

THE MATERIAL in this book, reprinted from *Design*, presents various aspects of the art of puppetry, past and present, and includes different kinds of puppets, a number of types of settings, and several kinds of figurines not technically included as puppets, but so closely related in design and purpose that they have been used for what they may contribute. The articles which make up the volume have been contributed by more than thirty artists, including Sue Hastings, Tony Sarg, Lee Simonson, Gordon Craig and other well-known artists.

It is the hope that those new to puppetry will find much help in the book, and that puppeteers of experience will through it secure additional material for reference and comparison, and teachers and recreational leaders will be provided with practical material with which to direct their activities.

Bibliography, Resource Material and Background Notes on Folk Song, Music and Dance

Compiled by John O'Brien. Folk Festival Council, 222 Fourth Ave., New York. \$50.

THIS BIBLIOGRAPHY, prepared especially for the course on "Folk Songs of Many Peoples" given under the direction of the Folk Festival Council of New York, represents a valuable list of source material for all interested in folk dancing and folk music. The list is classified in a way which makes it readily usable.

A Manual of Walking

By Elon Jessup. E. P. Dutton & Co., Inc., New York. \$1.75.

THE BASIC PRINCIPLES of walking, as analyzed by an expert, are presented here. Every practical question which a hiker might ask on clothing, footwear and general equipment, timing, pacing and distance is answered here. Mr. Jessup suggests how to get the most out of short walks, saunterings, hikes, long-distance treks and mountain climbing.

Many Ways of Living

By Thomas D. Wood, M.D., Thurman B. Rice, M.D., Anette M. Phelan, Ph.D., Marion O. Lerrigo, Ph.D., Nina B. Lamkin, A.M. Thomas Nelson & Sons, New York. \$60.

THIS BOOK, one of the series in "Adventures in Living," represents a report by leaders in health and physical education, and is designed to serve as an authoritative guide in health education. The material is presented in popular style and language which will appeal to the child.

Much emphasis is laid on the importance of play. "Let's Play" is the title of the opening chapter, in which a number of play activities are described.

Rhythm Book

By Elizabeth Waterman. A. S. Barnes and Company, New York. \$3.60.

THIS BOOK PRESENTS the fundamental relationship between rhythmic movement and rhythmic expression in art forms. It shows the great possibilities which lie in integrating the child's rhythmic experience by teachers of subjects which formerly were considered unrelated, such as music, drawing, physical education and elementary education. Music is included for the various rhythmic patterns.

Putting Standards Into the Summer Camp

H. S. Dimock, Chairman Editorial Committee. Association Press, 347 Madison Ave., New York. \$1.00.

IN THIS MONOGRAPH are to be found the reports of the Seventh Annual Camp Institute conducted by the Council of Social Agencies of Chicago and George Williams College. Part I, which includes eight addresses by authorities in the field of camping, has to do for the most part with case studies of five camps of various types. Part II, dealing with community aspects of camp planning, describes experiences on the front line of progress in the attempt to integrate camping experience with the year-long experience of children.

A Study of Public Recreation in Cleveland

By Leyton E. Carter in collaboration with Edward A. Levy. The Cleveland Foundation, 638 Terminal Tower Bldg., Cleveland, O. \$75.

THIS MIMEOGRAPHED report presents a study of municipal recreation facilities in Cleveland, which has resulted in a number of recommendations. Among these are recommendations calling for the provision of at least fifty additional children's playgrounds, 100 additional baseball diamonds, more tennis courts, swimming pools and athletic fields, a wider use of school buildings as community centers and enriched activity programs for the playgrounds. The report also suggests that the Mayor's Advisory Board on playgrounds and recreation, and the local public recreation officials give constructive study to the major matters: A—Planning a capital account program for a period of years. B—Better coordination of public recreation activities conducted by several governmental units and C—More adequate financial support. The report deals largely with conditions prevailing up to the current year. Since that time the present city administration and council have taken several constructive steps.

Handy Green Book.

By Handy Green Book Publishing Co., 214 W. 42nd St., New York. \$.50.

This is an invaluable booklet for anyone interested in the theater, who wishes such information as the names of costume designers and manufacturers, dramatic critics, editors, theater supply companies, legitimate producers, directors of summer theaters and other source material.

A Symposium on Health and Recreation by Ten Y.W.C.A. Leaders with a Foreword by Edith M. Gates.

The Womans Press, New York. Price \$1.00.

Among the excellent publications of The Womans Press, this booklet will rank high. The authors have drawn upon their experience and on very definite knowledge of the field. The result is not only a practical book but an interesting one. The section on recreation will be of interest not only to workers with girls' groups, but to recreation leaders in general. It deals with outdoor sports—archery, tennis, golf, horseback riding and hiking; badminton and bounce ball; the dance and swimming. And there is a chapter on the always interesting and important subject of co-ed recreation.

Adult Education in Action.

Edited by Mary L. Ely. American Association for Adult Education, 60 East 42nd Street, New York. To members of the Association, \$2.25; to others, \$2.75.

In this volume over 160 articles from the *Journal of Adult Education* have been condensed by the *Journal's* editor. It is an anthology which, taken as a whole, gives us a picture of adult education. Its digests have been skilfully combined in a unified whole, comprising an account of adult education in action both in theory and practise.

Safety Education in the Public Schools.

Department of Public Instruction, Harrisburg, Pa.

Safety education has been included in Pennsylvania's program of public education because of the "importance of safety in promoting life and happiness," and the Pennsylvania Legislature has written into the school law the teaching of safety education in every public school established and maintained by the Commonwealth. This manual of organization and demonstration outlines methods and techniques, and suggests the organization of safety councils, swimming and life saving clubs and first aid groups, and gives much practical information.

Fifty Cases for Camp Counselors.

By Roland W. Ure. Association Press, 347 Madison Ave., New York City. \$.60.

Camp counselors do not carry around with them a box of tools, but if they are properly outfitted, says Charles H. Hendry in his introduction to this practical booklet, "they will carry around with them a set of insights in their heads as neatly arranged as the equipment in the medical cabinet or the shining assortment of kettles, pans, and devices in the kitchen." Six sets of tools are indicated in this booklet. The first relates to the conditions under which a camper learns. The second is designed to help the leader recognize the kinds of desires campers possess. The third has to do with the understanding of what happens when one or more of these basic desires is blocked. The fourth is useful in helping the counselor make certain that every camper has an opportunity to secure satisfaction, and the fifth has special value in helping counselors prime desires that seem to be dried up. The last set of tools is represented by the types of learning which go on in every activity—experience.

Industrial America—Its Way of Work and Thought.

Arthur Pound. Little Brown and Co., Boston. \$2.50.

Mr. Pound, author of *The Iron Man in Industry*, presents in this volume twelve studies of as many large American industries, each a leader in its field. The purpose is to help create confidence in the basic industries of the country. In working for this objective it was decided to take outstanding leaders in what may be broadly termed the fabricating field of industry, and with the assistance of their staffs to present a more authoritative view of their operations and policies than would have been possible without their assistance. As a result we have an amazing picture of the vast extent and intricacy of American industries. Mr. Pound tells something of what is being done to provide recreation for employees in these industries.

Adult Education in Hamilton County, Ohio—1934-1935.

By Miriam Walker. Adult Education Council, 629 Vine Street, Cincinnati, Ohio. \$.25.

This study was made to determine the distribution and extent of adult education in the county, the number of persons enrolled in classes and club activities, the types of classes offered and similar facts. As a result of the study, definite recommendations were made regarding the broadening of the program. The report will be of interest to all associated with adult education programs.

Good English Through Practice.

By Edward H. Webster, with the cooperation of John E. Warriner. World Book Company, Yonkers-on-Hudson, New York.

This series of three books is designed to develop ability in speaking and writing correct and effective English. Through instructional exercises, oral drills and tests the individual is led to acquire good language habits. The method used provides fully for self-direction, self-help and individualized progress. Each book may be secured for 72 cents.

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Can You Answer These Questions?

- What in general has been the trend of the revolutions of the last decade? How have they affected new social patterns? What is the conception of society which has come out of social and political conflict?

See pages 331-333

- Mention one worthwhile product of the depression which is having a vital influence on social work. What are some of the values and outcomes of the youth agencies?

See pages 334-336

- Outline a distinctively American harvest festival. What features may be introduced? List three dances which may be used. Suggest four songs to be acted out.

See pages 337-340

- Describe three pre-party activities which may be used in a Thanksgiving party, one mixer, three relays, two mental games and stunts.

See pages 341-343

- What are the types of plays which may appropriately be used in a children's theater program? What have been found to be some of the dramatic needs of children?

See pages 344-345

- Given a school board not entirely sympathetic to the community center idea, what steps may be taken to secure its cooperation? From what sources should the appeal for the opening of school buildings come? Outline the steps by which one city secured its community center.

See pages 347-348

- What can a recreation worker untrained in the art of story-telling do to develop this activity? Describe an informal story hour.

See pages 349-350

- Mention some of the forms of American folk art which may be introduced in a national folk festival. List three folk plays.

See pages 351-353

- What are some of the outstanding features of a bomber plane developed through a model airplane program?

See page 354

- Describe the elements of a summer playground program which have the greatest appeal in securing the establishment of a year-round recreation system.

See pages 357-359

- How may interest in nature be developed through a marine museum? In what ways may parents help in arousing and maintaining the child's interest in nature?

See pages 361-362

- List twelve books of various types which provide recreational reading.

See pages 363-364

The Expeditions of Youth

DOES this young generation have a goal? Do these young passengers on the airline of life have an objective? What are these young Sir Galahads, Beowulfs, Ponce de Leons, seeking? In general terms they seek the significant life. They would know the meaning of life and play a satisfying part in interpreting it. They seek the kind of experiences, thrills and relationships that make life more adequate.

If that seems too hazy and not specific enough, it is for each one to make the best use of his personality, ability, opportunity, and interest and will to work. How will they arrive? How will they make their lives count? How will they avoid disappointments? You have been helping them to find the answers. You have been encouraging them to seek the relationships that broaden, achievements that reward noble effort, poise that balances, experiences that enrich, ideals that inspire, satisfactions that reward, habits that control, will that guides, ambition that motivates, religion that spiritualizes, character that stabilizes, and service that spells happiness.

Somehow this young generation must not grope around too long before discovering that no miracle of science has changed the definition of the virtues, that character is still required, that the only way to freedom is through discipline. It is ours to furnish the right action patterns.

Agnes Samuelson, President,

The National Education Association of the United States.